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ABSTRACT

A study conducted in Illinois to review the state of the art of articulation had the following objectives in five component areas: (1) to review, describe, critique, and evaluate several variables asscciated with the practical knowledge/current practices relating to articulation efforts in Illinois and in other states; (2) to determine how articulation is currently defined; (3) to determine where the articulation process is presently, and what variables appear to support or inhibit articulation activities; (4) to relate the defined, described, and critiqued materials to present Illinois practice, focusing on the degree of duplication of effort, especially between the secondary and postsecondary levels, including the area vocational centers; and (5) to suggest future approaches Illinois might take in pursuit of methods by which to plan and cooordinate vocational education among the several levels of schooling in the state. (This final product reports the results of components 1-4.) The study was conducted by creating a working definition of articulation, dividing articulation into two areas (the same and different educational levels), and then conducting a literature/materials search and review, surveys of existing and completed articulation efforts, and on-site and telephone interviews in Illinois and in other states. Results of the study are described in the report as related to curriculum and instruction, student services, program management, and community resources. The second half of the report contains procedures for carrying out the study and data derived. (KC)

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An Overview of Articulation Efforts in Vocational Education : Implications for State Planning

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June, 1980

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Product Abstract

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   - ____ 16 Technical Education
   - ____ 17 Trade and Industrial Education
   - ____ 22 Cooperative Education
   - ____ Career Education
   - __X__ Other (Specify) All of Above

8. Education Level:

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   - ____ 7-8
   - __X__ 9-10
   - __X__ 11-12
   - __X__ Post-Secondary
   - __X__ Adult
   - __X__ Teacher (Pre-service)
   - __X__ Administrator (Pre-Service)
   - ____ Other (Specify) ____

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   - ____ Student
   - __X__ Classroom Teacher
   - __X__ Local Administrator
   - __X__ Teacher Educator
   - __X__ Guidance Staff
   - __X__ State Personnel
   - __X__ Other (Specify) National Personnel

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16 General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

The general objective of this document is to provide a description of the literature and practical knowledge relevant to articulation and its current practice. It also serves to describe where the articulation process is, presently, and what variables appear to support or inhibit articulation activities. Implications are drawn for present and future practices and approaches by which to plan and coordinate vocational education among several levels of schooling in Illinois.

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1.0 OVERVIEW OF THE STUDY

This report has been prepared as one of three final products associated with A Comprehensive Study of the State-of-the-Art of Articulation Efforts in Vocational Education: Present and Future Implications for the State of Illinois. This document includes an overview, definition and review of articulation efforts in Vocational Education, as well as findings and conclusions relating to the current state-of-the-art of articulation efforts in vocational education and their relationship to present Illinois practice. The Final Report summarizes all of the comprehensive study conclusions and recommendations, including suggested future approaches Illinois might take in order to increase and enhance present articulation efforts in the state. The third final product is the Executive Summary of Final Report.

This first section describes the problem statement from an historical perspective, the background on the study, and the study's conceptual framework.

1.1 Problem Statement

The American educational system, as it evolved during the past two hundred years, developed in a complex pattern of separatism. That separatism took many forms, including separation by sponsorship in public and private institutions, separation by educational level in elementary, secondary, and post-secondary education, separation by program emphasis with resultant vocational-technical versus academic institutions, and, finally, separation within an educational institution itself as a result of subject area or programmatic divisions. The following synopsis of the philosophic and historic roots of these separations is based upon Bender (1973).

During the colonial period, the purpose of education related to the religious heritage of our forefathers. Religious freedoms ordained that education provide one with the ability to read and write, a goal of the schools for the general public. Offspring typically followed the occupational paths of the parents and received occupational education through on-the-job experiences with the parent. Higher education was founded essentially to perpetuate "the faith" and was based on a philosophy of elitism. Private sponsorship of higher education was the general structure and came about because different religious denominations wished to prepare a ministry for their own orthodoxy. The failure of courses to transfer as equivalent course credits from one institution to another consequently began its growth during this era.

The post Civil War period saw the rise of the industrial age and subsequent erosion of the pattern of offspring automatically following the occupational footsteps of the parent. At the same time, the public schools inadvertently were assuming a new custodial role for students as parents turned from the farm and home to work in the factories. Vocational education had its roots during this period and also triggered some of the major debates within education. Traditionalists insisted upon the academic curriculum and

gave short shrift to the concept that training for a vocation could be a legitimate part of the formal educational institution. It was the traditionalists who forced separatism within the educational system in spite of efforts by some educators to integrate vocational education into the overall school program.

Since World War II, strong societal pressures toward egalitarian principles have developed. The emergence and growth of community colleges, together with a variety of other post-secondary institutions offering less-than-baccalaureate degrees, brought comprehensiveness to the post-secondary level. Post-secondary institutions also began to enunciate the policy that the institution and its program should adjust to meet the needs of the student as opposed to the earlier tradition of the student conforming to the requirements of the institution.

During this period the condition of vocational education was substantially improved. However, a vocational philosophy evolved which encompassed uniformity in programs and separatism in the educational system whereby the high school was viewed as the capstone to a practical terminal experience.

Technical education, which had its greatest surge during the past decade, became identified with vocational education primarily through federal legislative actions. The Vocational Education Act of 1963 not only expanded the occupational fields for vocational education, but also provided for area vocational education designed to compensate for program restrictions. These restrictions were caused by the inability of small districts to establish vocational programs economically unless they were provided on a multi-district basis. The need for technicians and the creation of area schools brought about a marriage between vocational and technical education at the secondary level. Until this time, vocational education was perceived as a secondary school program, while technical education had been primarily provided at the post-secondary level. It was at this point that programmatic jurisdictional conflicts developed that increased the separatism already existing between all secondary and post-secondary institutions.

The beginning of the 1970's found education generally enjoying a boom period, with post-secondary enrollments increasing at about 12.5 percent annually and the establishment of new post-secondary institutions at a rate that exceeded one per week. At the same time, certain factors began to emerge that indicated a need to set aside traditions of separatism in favor of a new era of cooperation that could transform education into an articulated whole. Those factors included (Linking Schools and Colleges: 1975):

- extensive overlapping of curricula;
- increased maturity and self-direction of many students;
- the increasing emphasis on crediting knowledge or competence, however attained;
- weaknesses in mastery of basic skills among college students;
- the emergence of new kinds of students in post-secondary education with differing learning needs and styles;

. the high financial cost of poorly coordinated education to students and to society.

Even though concern for articulation is considered to be a recent development, examination of the records of action taken by educators and legislators would indicate that this is not entirely the case. The following includes a listing of conferences and actions pertaining to articulation (De Cerce: 1978):

. The Morrill Act of 1862 establishing the development of land grant colleges and universities emphasizing vocational skills in agriculture and engineering after high school.

. The 1929 seventh yearbook of the National Education Committee on Superintendence was devoted to articulation on all levels.

. Articulation conferences were held in California as early as 1932.

. The Six-Four-Four Plan of the 1930's involved rearrangement of the last two years of high school and the junior college vocational-technical areas.

. A President's Commission in 1947 underscored the need to provide easier transition between high school and college.

. The 1202 Commission Provision in the Education Amendments of 1972 emphasized the need for cooperation, articulation, and coordination of structures/governance by the states as mandated from the federal level.

Although these actions indicate a history of concern regarding separatism in the educational process, the need to "rejoin" the parts of education has become acute in recent times. Separation, which was the vehicle for establishing identity and strength by the pioneers of vocational education, has reached the point of diminishing returns. Society and professional educators have come to realize that as students progress through vocational education, it is important that their education fits into a smooth, rational, related process without gap or duplication of effort. Any deviations in this process cause loss of time and resources for all, especially for the students.

Since losses of time and resources can be ill-afforded in today's educational process, an increasing number of educators are looking at articulation as a way to improve the use of resources in education. Emphasis on articulation has become an essential part of the planning and coordinating process in a number of states, to avoid gap and duplication in learning experiences.

As activities in the area of articulation have increased, the variation in approaches has also increased, and the results have appeared to be diverse. For instance, a variety of definitions of program articulation have appeared, as evidenced by the provision of three different definitions by as many Midwestern states, e.g., Michigan, Minnesota and Wisconsin.

Furthermore, Illinois has recognized a need for articulation activities to be analyzed and synthesized in a state-of-the-art study for use by Illinois

in planning and coordinating vocational education in the state. The need for such a study is indicated in a number of Illinois documents relating to research and planning, e.g., Five Year and Annual State Plan for Vocational Education in Illinois '78-'82. It is important that Illinois have a clear picture of where the articulation process is now, both in Illinois and beyond the state, as well as possible alternatives for future approaches and articulation strategies. Thus, the goal of this activity has been to perform a state-of-the-art study of articulation efforts in vocational education to determine how articulation is defined, where the process is presently, both in and beyond Illinois, and to suggest possible future approaches which Illinois might pursue in planning and coordinating vocational education.

1.2 Background on the Study

This comprehensive study relating to the state-of-the-art of articulation has five major objectives, corresponding to related study components. These are:

- *Component One: Review/Description and Critique*

  Review, describe, critique and evaluate several variables associated with the practical knowledge/current practices relating to articulation efforts in Illinois and in other states.

- *Component Two: Determination of Definition*

  Determine how articulation is currently defined.

- *Component Three: Determination of Current Status*

  Determine where the articulation process is, presently, and what variables appear to support or inhibit articulation activities.

- *Component Four: Relationship to Current Illinois Practice*

  Relate the defined, described and critiqued materials to present Illinois practice, focusing on the degree of duplication of effort, especially between the secondary and post-secondary levels, including the area vocational centers.

- *Component Five: Suggestions for Future Illinois Approaches*

  Suggest future approaches Illinois might take in pursuit of methods by which to plan and coordinate vocational education among the several levels of schooling in the state.

This final product reports the results of Components One through Four. Component Five, i.e., Suggestions for Future Illinois Approaches, is found in the Final Report (and in Executive Summary of Final Report).

Major study procedures have included a delineation of the study's conceptual framework, a literature/materials search and review, surveys of existing and completed articulation efforts, as well as on-site and telephone

interviews, both within and beyond Illinois. The reporting in this final product has been based on a thorough literature/materials search and review as well as surveys/interviews relating to existing and completed articulation efforts, both within and beyond Illinois. A Project Abstract, including conceptual framework, is found in Exhibit 7.1, filed supplemental to this report. Exhibit 7.2 is the Document Review Log utilized in the materials review. Exhibit 7.3 is a complete bibliography relating to the state-of-the-art of articulation efforts in vocational education, 1980.

1.3 Conceptual Framework of the Study

The research design, methodologies and work activities which have been utilized in the conduct of this study and in the performance of Components One through Five, discussed above, have been based upon a conceptual framework for the research effort and include a working definition and modus operandi. It was necessary to form this conceptual framework early in the study, both at the inception and during the performance of Component One. A summary of the study's conceptual framework follows.

An initial working definition of educational articulation is: "A process for coordinating different levels and/or systems of education. The purpose of educational articulation is to enable the learner to make a smooth transition from one level/system to another without experiencing delays, duplication of effort, or loss of credit."

For purposes of this study, the two major types of educational articulation are:

1) *articulation at the same educational level:*

   a) *horizontal (e.g., high school to high school, community college to community college);*

   b) *vertical (e.g., high school to area vocational center, community college to university);*

2) *articulation at different educational levels (e.g., high school to community college).*

The study investigates how four major functions and associated policies and procedures relate to the facilitation of articulation practices within these two types of educational articulation. The four functions are:

- *Curriculum and Instruction (including curriculum design as well as teaching personnel, equipment, facilities and materials);*
- *Student Services (including student record systems, guidance, counseling, placement, and follow-up, as well as services for special populations);*
- *Program Management (including administrative structures/operations); and*

. *Community Resources (including involvement of community representatives and utilization of employers, advisory committees and other education and service agencies).*

It should be noted that the four functions (i.e., curriculum and instruction, student services, program management and community resources) have been included within the conceptual framework (and thus the scope) of this comprehensive study, because they represent four functional areas of vocational education. Many of the articulation studies reviewed have only included the major function of curriculum and instruction within their scope. It should also be noted that both the secondary and post-secondary levels of education are being included in the scope of this study as the two educational levels associated predominantly with vocational education. In addition, articulation between and among vocational programs within institutions is outside the scope of the present study, a limitation related to the finite resources available for the study.

2.0 DEFINITIONS OF ARTICULATION IN VOCATIONAL EDUCATION

A comprehensive study design requires a conceptual framework and working definition of the concept being studied. A working definition of educational articulation is required as a point of departure in the present study.

Before attempting to define articulation as it relates to the present study, it is useful to examine the word "articulation". Etymologically it is derived from a Latin root meaning "joint" or "the act of jointing." Depending upon one's discipline, the word articulation takes on various meanings. To one involved in speech and phonics, it refers to "the act of uttering clearly in distinct syllables." To a botanist it means "the location between two parts of a plant where separation may take place spontaneously, as at the point of leaf attachment." To a zoologist, articulation refers to "a jointing or juncturing of the bones."

More recently, educators in general have used the word "articulation" to refer to the "jointing" of the American educational system that evolved into the historical pattern of separatism discussed in Subsection 1.1. For purposes of this study, the scope of articulation or jointing has been restricted to vocational education.

This section of the report discusses various definitions of educational articulation. Included are sub-sections relating to working definition (2.1), elements of a definition (2.2), and a definition of educational articulation (2.3).

2.1 Working Definition

One of the five objectives of this comprehensive study activity is to determine how articulation is currently defined. It was decided that a useful element of the study's conceptual framework, to be constructed early in the study, would be an initial working definition of educational articulation. Following a preliminary review of literature and other materials, as well as preliminary interviews, the following initial working definition was adopted as part of the study's conceptual framework:

"A process for coordinating different levels and/or systems of education. The purpose of educational articulation is to enable the learner to make a smooth transition from one level/system to another without experiencing delays, duplication of effort, or loss of credit."

For purposes of this study, the two major types of educational articulation are:

1) articulation at the same educational level:

a) horizontal (e.g., high school to high school, community college to community college);

b) vertical (e.g., high school to area vocational center, community college to university);

2) articulation at different educational levels (e.g., high school to community college).

It was further determined that the elements of a working definition as well as an actual operational definition of articulation in vocational education would be outcomes of the study activities. These outcomes are discussed in the remainder of this section.

2.2 Elements of a Definition

In reviewing the definitions currently in use that pertain to the jointing of the American educational system, and in particular vocational education, certain key elements are identified. Most commonly, articulation is referred to as a process describing how the student's educational progression can be jointed. Many definitions focus upon the goal/objective(s) of articulation while others place an emphasis on the outcome(s)/product(s). More recently, educators have come to realize that attitude is the underlying and most important element related to articulation. Attitude might be thought of as the catalyst that makes the process successful, and since only people have attitudes, it makes people-to-people relationships an integral part of articulation. Figure 2.1 presents a schematic representation of the key elements of an articulation definition.

Figure 2.1
Key Elements of Articulation Definition

$$\text{GOAL/OBJECTIVE(S)} + \text{ATTITUDE} \xrightarrow[\text{(PROCESS)}]{\text{ARTICULATION as a}} \text{OUTCOME(S)/PRODUCT(S)}$$

The definitions of articulation identified in the review of the literature will be presented in the remainder of this subsection. They will be discussed as they relate to the key elements described above.

The following definitions of articulation place an emphasis upon the process or processes that might be used in jointing the student's educational progression:

-- *the act of interrelating or fitting into a systematic whole; fitting education into the larger community (Bushnell, 1977).*

-- *the total effort of educational groups and individuals to discover, establish, and continually improve relationships between policies*

plans, procedures, programs, and people (Planning for Continuous Occupational Education Programs, 1975). Any attempt to improve articulation without first focusing on people problems will be unproductive (Fedderson, 1977, based on Planning for Continuous Occupational Education Programs, 1975).

-- *communication, cooperation, and coordination within and between schools (Greeson, 1979).*

-- *coordination, interfacing, cooperation, understanding, acquainting, writing, combining, knowing, involving; a continuous recycling of sequences or phases that need to occur because change takes place in people, society and educational programs (Zane, 1973).*

The value of these definitions is apparent; however, they tend to ignore the reason for articulation, that is, the student. Many documents discuss and define articulation in terms of the goal of articulation, that is facilitation of transition for the student. The following are some examples:

-- *the planned process within the educational system which considers the transition of students from the secondary to the post-secondary levels of instruction and allows the students to move with continuity and without hindrance and duplication through the levels of the education process (A Study of the Articulation of Occupational Education Programs in New York, no date).*

-- *planned process which facilitates the transition of students from secondary to post-secondary levels of instruction without unnecessary duplication or gaps in instruction, or hindrance to the process (Berg, 1979, based on Articulation: A Study by the National Advisory Council on Vocational Education, 1976).*

-- *how a student's educational progression through the high school and community college levels (can) be most productively and expeditiously coordinated; a concept and process which current educational literature has frequently termed articulation (Schliemar, 1976).*

-- *the relationships between educational programs which provide a smooth transition for a student moving either horizontally or vertically between programs (Heuchert, 1975).*

-- *a planned process linking two or more educational systems to help students make a smooth transition from one level of instruction or institution to another without delays or loss of credit (Bushnell, 1978).*

-- *the planned process within the educational system which facilitates the transition of students between secondary and post-secondary levels of instruction. It enables students to move with continuity and without hindrance through various levels of the education process (Farah, 1978).*

Many additional definitions address themselves to both the process and the goal and/or objective(s) of articulation. The earliest recorded

definition of educational articulation this study found is from the Seventh Yearbook, American Association of School Administrators, 1929, and includes both process and goal:

-- *that adequate relation of part to part which makes for continuous foreward movement (Blanchard, 1972).*

The following are additional definitions that include a statement about process and goal/objective(s):

-- *the process of transfer and progression of students from one level of educational offering to the next. It may be regarded as the extent to which the various levels of the education system are so interrelated as to provide for continuous educational progress of students with a minimum of repetition and a maximum of efficiency (An Approach to the Articulation and Coordination of Occupational Preparatory Curriculums from High School Through Community Colleges, 1968).*

-- *the manner in which the classroom instruction, curricular activities, and instructional services of the school system are interrelated and interdependent, the aim being to facilitate the continuous and efficient education program of the pupils (e.g., from one grade to the next; from elementary to secondary school; from secondary school to college), to interrelate various areas of the curriculum (e.g., Fine Arts and Language Arts) and/or to interrelate the school's instructional institutions (e.g., the home, church, youth groups, and welfare services). From Handbook VI, National Center for Educational Statistics, 1970. (Bender, 1973).*

-- *an interconnectiveness forming a perfect system without loss of identity or distinctiveness of the separate parts or units. Thus, articulation would encompass an organizational structure whose component parts fit into each other to form a cohesive system of educational opportunity (Bender, 1973).*

-- *articulation refers to the relationships between education programs which are designed to provide a smooth transition for the student from one educational program to another. This movement of the student between programs can be either horizontal or vertical (McKinnerney, 1974).*

-- *arrangement of components of various levels of vocational education in a connected sequence so that individuals choosing more than one level of instruction can move on to the next level without either gap or overlap in curriculum (Burger, 1974).*

-- *the multi-dimensional process of dovetailing institutional operations and responsibilities to enhance progression of students in curriculum areas from one level (high school) to another (community colleges) and maximize resources. Articulation must be an on-going process which may be carried out in concert with initial program planning but also after programs are already operational (Opacinch, 1974).*

-- *"the organization of classroom instruction, co-curricular activities, and other interdependent and interrelated services of the school system so as to facilitate the continuous and efficient educational process of students from grade to grade and from school to school, ---also, the interrelation of the school's instructional program with the educational programs of other available institutions or work opportunities." (Good's Dictionary of Education, quoted by Canup, 1975).*

-- *a systematic process within and between educational systems that will facilitate the movement of students from one educational level or grade to the next, based on the interrelationship of the programs involved. The primary objective of this activity is to provide for the development of a continuum of education to allow each student to develop to his full potential without unnecessary duplication of instruction and delay in attaining his educational and career objectives (Canup, 1975).*

-- *articulation is communication, coordination, and cooperation between secondary and post-secondary educators designed to pave the way for the smooth progress of students through their education to a place in the world of work (Spanbauer, 1977).*

-- *the action resulting from policies and procedures employed to provide for:*

1. *vocational/occupational program alignment and continuity in a given occupational area between high schools and post-secondary institutions conducting the program;*
2. *skills and related technical information required by the student to achieve a smooth transition through the various levels of educational experience in that program;*
3. *transition of the student from one educational level to another in a given occupational area without unnecessary administrative delay or duplication of effort; and*
4. *improved communication and cooperation between institutions, school systems, and communities at both local area and state levels, that share interest in the same occupational program(s) (Woelfer, 1978).*

-- *process utilized for communicating and sharing cooperatively to enhance the effective delivery system in programs and services for the benefit of the student (Project MAVE, 1978).*

-- *the coming together of people and materials representative of different segments of the educational community for the purpose of sharing information and possibly of active collaboration in spheres of common concern (Farah, 1978).*

-- *cooperation among and within public and private sectors which promotes learner progress through education that prepares, with maximum*

efficiency, the individual with the knowledge and skills necessary for entry or upgrading in paid or unpaid occupations (State of Alaska, Department of Education, 1979).

Recently, educators have come to realize that attitude is an important ingredient in articulation. Wattenbarger (no date) stated "articulation is a process and an attitude." A 1978 study of Community College - Senior College Articulation in Illinois quoted Kintzer, "Articulation is a series of complex and interlocking formal relationships; however, articulation is also an attitude." Although the Project MAVE definition of articulation does not speak to attitude directly, one of four key elements identified is "building a cooperative climate", which relates to the attitudes of individuals involved in articulation efforts. Consequently, a comprehensive definition of articulation must address itself to process, goal and attitude.

2.3 A Definition of Educational Articulation

The following statement is offered as a comprehensive conceptual definition of educational articulation:

Articulation can be characterized as a process, an attitude, and a goal.

As a process, it is the coordination of policies and practices among sectors of the educational system to produce a smooth flow of students from one sector to another. As an attitude, it is exemplified by the willingness of educators in all sectors to work together to transcend the individual and institutional self-interest that impedes the maximum development of the student. As a goal, it is the creation of an educational system without artificial divisions, so that the whole educational period becomes one unbroken flow, which varies in speed for each individual, and which eliminates loss of credit, delays and unnecessary duplication of effort. (Adopted from Cane, 1979, and this study's working definition, discussed in Section 2.1, above.)

3.0 REVIEW AND DESCRIPTION OF VARIABLES ASSOCIATED WITH EDUCATIONAL ARTICULATION

This section includes a review and description of variables associated with educational articulation based upon a review of the literature. Included are subsections which discuss articulation practices by functional areas (3.1), by inhibitors/enhancers of articulation efforts (3.2 and 3.3), and by responsibility for initiating, implementing, and maintaining articulation efforts (3.4). This section is a synthesis of the literature reviewed (listed in Exhibit 7.3, following). A Document Review Log (Exhibit 7.2) was used in data collection, and content analysis was the analytical tool utilized.

3.1 Articulation Practices by Functional Area

For purposes of this study, articulation activities were examined as they relate to four major functional areas of vocational education: curriculum and instruction (including curriculum design as well as teaching personnel, equipment, facilities, and materials); student services (including student record systems, guidance, counseling, placement, and follow-up, as well as services for special populations); program management (including administrative structures/operations); and community resources (including involvement of community representatives and utilization of employers, advisory committees and other education and service agencies).

An extensive review of the literature produced more than one hundred different articulation activities that are presently being performed by individuals in one or more of the functional areas. For purposes of reporting those activities, eight comprehensive groupings were developed as follows:

1. Joint communication with institutional counterparts.
2. Joint planning with institutional counterparts.
3. Joint curriculum design.
4. Joint student services delivery.
5. Joint sharing of resources.
6. Joint credential/equivalency practices.
7. Joint policy/articulation agreements.
8. Joint advisory committees.

Each of these groups of activities will be discussed in the remainder of this subsection, with particular reference to each of the functional areas.

3.1.1 Joint Communication with Institutional Counterparts

Beyond a doubt, this is the single most extensive group of articulation activities which applies to all functional areas. However, the reasons for communicating, topics included, and the methods utilized

do tend to vary according to the functional area. The following are brief illustrations of communication activities presently being practiced in each functional area:

. Curriculum and Instruction:

- informal meetings, both introductory and explanatory.
- information exchange via meetings and workshops.
- reciprocal classroom visitations.
- cooperative inservice.
- career education inservice for elementary and secondary teachers.

. Student Services

- workshops and meetings for counselors.
- counselors meeting with administrators and staff to become aware of all programs.
- admissions counselors from receiving high schools visiting with feeder schools.
- communication of articulation specifics to all personnel involved in student services.

. Program Management

- frequent meetings locally (every two weeks), statewide meetings five times per year.
- developing goodwill, humility and tact, based on trust.
- disseminating articulation project information.
- establishing ongoing communication by means of articulation coordinating committees (in-house and interinstitutional).
- industry visitations.

. Community Resources

- involvement through task level curriculum development.

3.1.2 Joint Planning with Institutional Counterparts

Joint planning activities with other institutions implies a commitment to future articulation efforts. Although all functional areas carry responsibilities toward joint planning efforts, the major responsibility is borne by program management personnel.

. Curriculum and Instruction

- establishing program planning procedures, including sequential program planning.
- planning articulated instructional programs.

. Student Services

- planning occupational goals with students.

. Program Management

- identifying institutional commonalities.
- planning goals and responsibilities for each educational level.
- joint calendars.
- carrying out policies set in higher places.
- planning programs and equipment.
- planning to reduce duplication.
- master inventory of programs.

. Community Resources

- planning urban outreach programs.

3.1.3 Joint Curriculum Design

Understandably, the major portion of the activities in this group pertain to curriculum and instruction. It is interesting to note, however, that the other functional areas also perform curriculum-related activities.

. Curriculum and Instruction

- developing continuous curriculum, including course content.
- establishing competency-based education.
- establishing statewide performance standards, standardized instructional objectives, and standardized test certificates.
- "early bird" courses for high school seniors.
- establishing prerequisites.
- developing special programs for special needs, thus articulating with other educational areas.
- developing career ladders.
- pooling and coordinating curriculum.
- reviewing programs.
- utilizing competency-based/individualized instruction.
- developing Capstone programs.
- defining skill requirements.

. Student Services

- selected training and job activities with participation by Student Services Personnel.
- using matrices for career steps in the counseling process.

. Program Management

- developing training programs, based on needs in curriculum and instruction.
- evaluating programs, as a basis for program planning and management.

. Community Resources

- short term supplemental courses provided by industry.

3.1.4 Joint Student Services Delivery

This category, by its very title, pertains largely to student services activities, with minor participation by the other functional areas.

. Curriculum and Instruction

- coordination of grading, student evaluation with student services.
- student appraisal.
- promoting career education.

. Student Services

- developing information materials, student selection materials and student guidance materials.
- developing a system of information dissemination.
- developing counselors' handbook.
- helping students recognize abilities and limitations.
- helping student understand post-secondary institution.
- guidance, K - 12.
- providing consistent information to all students.
- honest recruitment with documentation of advantages and disadvantages of each institution.
- advising students of the advantages of an articulated curriculum.
- counseling.
- orientation.
- record keeping and transmittal.
- financial aid.
- student activities and associations.
- recognition and honors.
- recognizing special needs.
- surveying student needs.
- systematic follow-up to evaluate.
- developing placement guidelines.

. Program Management

- performing needs assessment.
- establishing good fact-finding procedures.

. Community Resources

- job market analysis.

3.1.5 Joint Sharing of Resources

Because of the nature of the commitment, activities relating to a sharing of resources are largely the responsibility of program management. The following activities are an illustration.

. Curriculum and Instruction

- shared-time programs.

. Program Management

- efficient use of facilities, resources, and personnel.

- coordination of programs with sharing of facilities and personnel.
- shared equipment (e.g., computers).
- developing joint budgets.

3.1.6 Joint Credential/Equivalency Practices

All functional areas, with the exception of community resources, need to be involved in the activities within this group.

. Curriculum and Instruction

- establishing equivalency of courses.
- encouraging flexible faculty credentialing.
- permitting advanced standing and college credit for secondary work.
- developing systems for evaluating, documenting, and awarding credit for work experience.

. Student Services

- expediting smooth transition of student.
- cooperative admissions policies and procedures, including transfer proceduves.
- allowing advance standing exams.
- standardized credit.
- establishing admissions committee.

. Program Management

- coordinating administrative policies and procedures.

3.1.7 Joint Policy/Articulation Agreements

Formalized agreements might be established between institutions regarding any of the groups of activities. Generally the agreements are formalized by program management personnel, with input and development from curriculum and instruction and student services. The following are some examples.

. Curriculum and Instruction

- developing specific program articulation agreements.

. Student Services

- registrar-admissions office agreements.
- jointly agreed upon recruiting policies.

. Program Management

- establishing formal agreements: course equivalency, accessibility, mutual enrollments, and staff selection.

3.1.8 Joint Advisory Committees

The primary advisory committee usage is to provide current community input into the development and implementation of programs. Therefore activities of this nature would involve Community Resource personnel. However, other types of advisory committees may be formed for special reasons. The following are examples of activities in this area:

. Program Management

- professional advisory council.

. Community Resources

- combining occupational advisory committees.
- involving CETA sponsors.
- including business and industry in articulation committees.

The preceding presentation serves to illustrate the broad array of activities that are performed to accomplish articulation of the educational progression. To highlight further what might be considered the more significant practices, the nine criteria used in the American Association of Community and Junior Colleges/American Vocational Association (AACJC/AVA) National Advisory Council Study of 1977 to identify exemplary sites of articulation efforts will be presented. These criteria were developed by a committee composed of practitioners and research specialists with vocational, community college and adult education backgrounds. The nine criteria are as follows:

1. The existence of formal or informal agreements between two or more local institutions stating how such institutions should collaborate in their efforts to provide support for postsecondary vocational education.

2. The use of criterion referenced tests or other systematic assessment procedures making it possible to offer course credit to students and adults who have already acquired specific knowledge and skills in a given vocation.

3. The willingness of local institutions to accept the transfer of credits from another institution.

4. The use of follow-up surveys to ascertain how well students in those occupations for which they have been trained are doing.

5. The existence of joint planning committees and joint membership in advisory committees.

6. The joint sponsorship of community need surveys.

7. Procedures whereby key staff are provided release time to participate in joint planning sessions.

8. Shared counseling and job placement programs.

9. Budget and program planning procedures giving key administrators the opportunity to review each other's budget requests.

3.2 Inhibitors of Articulation Efforts

Articulation inhibitors or barriers, found in the review and critique of materials, will be discussed according to seven major categories, throughout the remainder of this sub-section:

- Political/Legal Structure Barriers (3.2.1);
- Policy Barriers (3.2.2);
- Resource Barriers (3.2.3);
- Curricular Barriers (3.2.4);
- Communication Barriers (3.2.5);
- Attitudinal Barriers (3.2.6); and
- Demographic Barriers (3.2.7).

3.2.1 Political/Legal Structure Barriers

Barriers relating to political/legal structures are found locally, regionally, and statewide. Eight types of inhibitors have been noted, as follows:

1) Institutional isolation and separatism, historically significant in the development of American education, but which now has reached the point of diminishing returns (e.g., separatism relating to secondary/postsecondary structuring);

2) Development of new institutions and the changing roles of existing institutions, with the blurring of individual institutional missions;

3) Local institutional and faculty autonomy and institutional/departmental power bases;

4) The loss of coordination and local ties (e.g., between community colleges and local school systems);

5) Separate teacher training systems with potentially compartmentalized and "specialist" approaches to teacher education and training;

6) Separate statewide arrangements/structures and Boards for Governance (i.e., the multi-system approach to governance);

7) Varying statewide funding entitlement and reporting requirements, including budget review procedures, between/among governing boards; and

8) Lack of a statewide mechanism(s) to assure articulation.

3.2.2 Policy Barriers

Policy barriers tending to inhibit articulation practices are related, at least indirectly, to the political/legal structure barriers,

discussed above. Twelve types of policy barriers to articulation practices/activities have been identified. These are:

1) Institutional bureaucracy;

2) Lack of master planning and coordination of policy, including scheduling and calendar coordination;

3) Lack of uniform policies in admissions between/among receiving and sending institutions;

4) Lack of policy for the determination of credit granted for work experience(s) between/among receiving and sending institutions;

5) Lack of uniform policies regarding course requirements, prerequisites and credit transfers between/among receiving and sending institutions;

6) Policies which have limited provision for course challenging (i.e., students qualifying for course credit without taking the course);

7) Lack of student knowledge about existing policies within the institution where the student matriculates;

8) Policy-related conflicts which develop between levels (e.g., secondary/postsecondary), concerning admissions and advanced standing;

9) Lack of interinstitutional formal agreements;

10) Lack of management policies and strategies concerning student transition;

11) Lack of policies encouraging joint advisory boards between institutions; and

12) Lack of consistent statewide policies and stipulations regarding program entitlements.

3.2.3 Resource Barriers

Eleven different kinds of inhibitors have been identified as resource barriers. These are:

1) Increasing cost of education with severe budget limitations and competition for programs and money;

2) Competition for student enrollments and uncertain future enrollments, which keep educational organizations from interacting;

3) Shortage of (informed) guidance and student services personnel;

4) Shortage of qualified teachers;

5) Limited equipment, programs and space, as well as competition for these resources;

6) Inefficient utilization of resources, due to duplication of effort;

7) Lack of inservice training in articulation methods for some instructors;

8) Lack of funding for release time for planning;

9) Lack of funding for easing staff workloads;

10) Complications in bussing and other transportation arrangements; and

11) Personnel changes, resulting in new individuals who share no common articulation activity background with present personnel.

3.2.4 Curricular/Instructional Barriers

In discussions of articulation efforts, the curriculum and instruction has been identified as the major arena. Curricular barriers, as inhibitors of articulation, outnumber those barriers identified within the other six categories, with twenty-one types of barriers having been identified:

1) Problems relating to the "bookkeeping of education":

- Sudden curricular changes made arbitrarily;
- Insistence on course investigation before granting transfer;
- Refusing acceptance of occupational courses;
- Shifting of courses from lower to upper division and vice versa;
- Allowing departments to set differing requirements;
- Double standards between/among sending and receiving institutions regarding examination of coursework;
- Requiring higher grade point average (G.P.A.) of transfers than of resident students;
- Ignoring orientation programs for transfer students; and
- Failure to adhere to practices stated in catalogs and bulletins.

2) Duplication of learning experiences and overlapping curricula, including objectives, content and numbers of courses;

3) Lack of performance objectives for occupational codes and individually-tailored programs, with the resulting duplication of student efforts;

4) Lack of a learning content data base, referenced in industry, with the resulting duplication of student efforts;

5) Lack of advisory committees, and failure to involve employers in curricular planning;

6) Curriculum development which is concerned with "maintaining standards" and with non-individualized delivery, between sending and receiving institutions;

7) Differences in the delineation of course guides (e.g., secondary/postsecondary);

8) Rigidity of scheduling which makes the advanced credit student appear not to fit in the program upon initial enrollment (time blocks, grades, general education and graduation requirements);

9) Structured room assignments within buildings (e.g., "vocational wing"), eliminating potential interaction;

10) Guidance counselors removed from instructional areas;

11) "Non-traditional academic credit (e.g., for non-classroom learnings), under non-faculty supervision, that deviates from curricular norms, and where credits are articulated non-traditionally (e.g., narrative transcripts)";

12) Immaturity of the student prevents conforming to two sets (i.e., secondary/postsecondary) of instructional regulations;

13) Concerns of postsecondary instructors regarding adequacy, depth, emphasis and quality of high school instruction in some program areas (e.g., 45 percent of students applying for entry into postsecondary vocational schools test below functional levels in arithmetic, reading and language skills);

14) Lack of standardized course/program objectives and curriculum evaluation by teachers;

15) Lack of appropriate balance between in-house development of curricular materials and commitment to the process and products of curriculum development, by educators in other institutions;

16) The need for more occupational experience and involvement by teachers and vocational counselors;

17) "The reluctance of postsecondary personnel, who help bring about change at the secondary level, to accept change themselves";

18) Scheduling priorities which preclude a student from taking the necessary vocational courses to move smoothly into advanced instruction;

19) A tendency to base course and program content on personal opinion and experience rather than on area employer/industry requirements;

20) Fears by postsecondary educators that postsecondary full-time equivalent student attendance credit will be lost by granting course credits for high school work completed; and

21) The fear by individual institutions that any "standardization" across institutions will result in loss of program flexibility and, thus, reluctance to adjust occupational course content, sequence and performance standards to (articulated) state standards.

3.2.5 Communication Barriers

A sine qua non relating to articulation activity is clear and solid communications. Six types of communication barriers to articulation practices/activities have been identified:

1) Lack of interaction between/among faculty, programs and institutions, including inability to articulate clearly course content between/among programs;

2) Uncertain relationships between secondary and postsecondary curricula personnel, including communication lags;

3) The existence of no information or misinformation;

4) Lack of information exchange between/among institutions, and the consequent lack of feedback;

5) Breakdown in communications between educational organizations because of differences in concepts and terminologies; and

6) Basic absence of interpersonal relationships.

3.2.6 Attitudinal Barriers

The domain of attitudes has been identified with bearing some of the greatest potential as an inhibitor/enhancer of articulation activities and practices. Thirteen types of attitudinal barriers have been identified in the course of this comprehensive study. These include:

1) Central administrators being unconvinced of the importance of articulation practices;

2) Philosophies leading to negative attitudes about articulation as a concept;

3) Pride;

4) Provincialism;

5) Protectionism;

6) Excessive concern for institutional autonomy;

7) Educational orientations (vocational versus general/academic education);

8) Attitudinal differences between/among institutions stemming from faculty training;

9) Unwillingness of some employers to have students in the cooperative work cycle, secondary through postsecondary;

10) Sex bias;

11) Lack of mutual confidence, respect and acceptance between/among institutions;

12) Reluctance of supervisors and instructors to make the extra effort to work with counterparts outside their institutions; and

13) General inertia and lack of commitment to change.

In addition, attitude can be the greatest problem to be overcome in establishing and implementing an articulation agreement of any type.

3.2.7 Demographic Barriers

Demographic variables have been identified as either inhibiting or enhancing factors relating to successful articulation practices and activities, dependent on the idiosyncratic situation in which they operate. Six types of community/institutional demographic variables have been identified:

1) Type of community;

2) Size of community;

3) Average annual income per capita;

4) Growth rate of the region;

5) Age and size of the institutions; and

6) Distance between institutions.

3.3 Enhancers of Articulation Efforts

It can be observed that the inverse of an articulation inhibitor is, generally, an enhancer of articulation practices/efforts. Enhancers of articulation efforts, found in the review and critique of the materials, will be discussed according to four major categories, throughout the remainder

of this sub-section:

. Resolution of Governance/Institutional Role Definitions (3.3.1);
. Local-Level Activities (3.3.2);
. State-Level Activities (3.3.3); and
. Philosophies of Cooperation and Commitment at All Levels (3.3.4).

3.3.1 Resolution of Governance/Institutional Role Definitions

The resolution of governance and institutional role definitions were cited, frequently, in the materials reviewed, as sources contributing toward the enhancement of articulation efforts. Four major enhancers have been identified:

1) Endorsement of the concept and intent of articulation practices/activities by all sectors and levels of education;

2) Commitments to the concept and intent of articulation practices/activities by State Boards, Chief State School Officers, and other statewide educational executive officers;

3) Formal and informal mechanisms for joint-staff (interagency/interboard) efforts at the state level; and

4) Designation of the State Board of Education as the coordinating board for postsecondary education as well as for elementary and secondary education.

3.3.2 Local-Level Activities

Articulation practices/activities must happen at the local level in order to impact an entire state. Nineteen different types of enhancers have been identified as related to local areas:

1) Common course formats and cooperative development of sequential curricula, between/among sending and receiving institutions;

2) Shared advisory committees, facilities and staffs (with overall administrative coordination) between/among sending and receiving institutions;

3) Individualized instruction strategies, with non-duplication of student efforts;

4) Performance/competency-based teaching/learning strategies and student performance evaluations, resulting in the non-duplication of student efforts;

5) Utilization of student organization activities as an integral part of the curriculum, with the student organization acting as the secondary/postsecondary articulator;

6) A climate of interdependence among sending and receiving institutions;

7) Direct involvement of teachers and counselors in the active planning and implementation of articulation practices and activities;

8) Clearly-defined interinstitutional agreements, joint policy development, and (voluntary) local agreements;

9) Existence of transfer credits and acceptance of accreditation standards by the receiving school;

10) Awareness of values/skills in today's job market;

11) Cooperation between/among high school principals, with articulation as a high priority item among administrators;

12) Articulation activities initiated in the three other functional areas in addition to curriculum and instruction;

13) Possible incentives to participating school staff for time and expenses incurred in articulation activities;

14) Improvement of interactions and the range of faculty contacts;

15) Awarding of credit for previous knowledge and experience;

16) Encouragement of cooperative efforts between/among business, labor, industry and schools;

17) Exchange of people and information to foster a complete awareness of the nature and scope of offerings between/among schools;

18) The establishment of local articulation roundtables and committees; and

19) A coordinated system of vocational guidance and counseling, both horizontal and vertical, with guidance personnel recognized as "student transition practitioners".

3.3.3 State-Level Activities

Seventeen different types of state-level activities have been identified as enhancers of articulation practices/activities:

1) Statewide and regional staff development workshops, issue forums, and subject area conferences;

2) Joint inservice training of institutional personnel, (both internal and interinsitutional);

3) Increased importance assigned to articulation practices;

4) Standards for competency levels and standardized evaluation procedures among different types of institutions;

5) Focus on students and student needs;

6) Possible pay incentive(s) for participation in articulation practices;

7) Statewide identification of and solution-finding for transfer problems;

8) The support of statewide centers (research, development, articulation, dissemination and curriculum services);

9) Commitment of state-level boards;

10) The encouragement and initiation of articulation activities beyond curriculum and instruction;

11) "State boards with power to decide who is to teach whom, at what age, and in what programs";

12) "To prevent duplication of effort, the implementation of policies that promote program distinctiveness, not state policies which encourage program similarities, i.e., accept the historical division that characterized scope and mission";

13) Formation of statewide and regional Articulation Task Forces;

14) The development of statewide curriculum guides;

15) The involvement of statewide and national professional associations;

16) Increased encouragement and involvement of vocational student organizations, secondary through postsecondary; and

17) State level planning and implementation strategies which encourage local action.

3.3.4 Philosophies of Cooperation and Commitment at All Levels

A fourth category of enhancers identified encompassed the attitudes/philosophies of cooperation and commitment at all levels. Thirteen enhancers have been identified as related to this perspective:

1) Informed staff and administrative leadership at all levels and in every sector;

2) Involvement and cooperation of business, labor and industry;

3) Personal good will and dedication, with open lines of communication and continual, close communication;

4) Focus on students and student needs, resulting in joint assessment, evaluation and reporting by secondary/postsecondary levels;

5) Concern for what the student should learn and achieve, including equitable translation of student background, experience and education into transfer credit;

6) The demonstration of benefits for all institutions involved in articulation practices;

7) Increasing concern with improvement of program quality, including commitments to change strategies and methodologies;

8) Coordination, cooperation, planning and implementation (both formal and informal) among policy and operational-level personnel;

9) Clearly-defined problems, with agreements to work on them, including specific responsibilities;

10) Belief that articulation can happen;

11) Attitudes resulting from informal student activities and the resulting relationships, between the secondary and postsecondary sectors;

12) Commitment to a "formative" evaluation approach: assessing and adjusting the articulation processes while in progress, with evaluation being continuous; and

13) Commitment to articulation concepts by personnel in leadership roles, and the exercise of leadership.

3.4 Responsibility for Planning, Implementing, and Maintaining Articulation Efforts

It is probably safe to say that no vocational educator begins his or her day by saying, "Today we will articulate vocational education," since articulation is a complex, lengthy, and never-ending process. However, like other complex processes, articulation may be considered in the context of its constituent components in order to make it more understandable and manageable. Consequently, for purposes of simplification in reporting, articulation will be discussed in three sequential phases: planning, implementing and maintaining.

Planning the articulation process will be described as including both the planning and development of articulation practices. This is the most critical phase, for careful planning and development can anticipate future problems and their solutions. As a part of this phase, the approach or

approaches to articulation must be selected and adapted or developed, as needed. The second phase of the articulation process is the implementation phase. During this phase the approaches, practices and/or activities chosen in the previous phase are put into motion. The final phase is that of maintaining articulation. This phase includes long-term commitment to articulation, both in action and in funding, as well as an ongoing evaluation of the articulation process. Evaluation continually brings the process full-circle to provide new input into the planning phase.

It is often said that, "Someone needs to be in charge of articulation if it is going to happen." Who is that "someone", individual or collective, with responsibilities for making articulation happen? Are these responsibilities held at the local level, the regional level, or the state level? The remainder of this sub-section will discuss each of the three phases of articulation relative to the responsibilities that seem to rest at the local, regional and statewide levels.

3.4.1 PHASE I - Planning Articulation Efforts

. Local Level Responsibilities:

Articulation is a local problem, due in part to the unique employment opportunities available in various locations, according to vocational education's responsibility to job training and placement. Because it is a local problem, local educators must accept the responsibility for recognizing the problem and resolving to remedy it. Articulation planning tends to begin with specific activities which have been worked out in two or more local institutions, and often the recognition and assumption of responsibility following state-level initiatives. Such activities as recruitment, admissions, and evaluation of credit offer logical areas in which initial agreements might be consummated.

Local meetings of all types can provide the mechanism for accomplishing planning, developing, and accomplishing articulation efforts. Such meetings include: joint advisory committees, cooperative curriculum planning, joint business, industry and education councils, teacher workshops, and exploratory meetings for possible interinstitutional agreements. Planning and developing articulation efforts will be more successful if guided by the needs of local students. Some would say that articulation is more likely to take place at the local level because of the pressure that can be brought to bear upon local administrators by students and their parents.

In summary, the literature seems to indicate that local level responsibilities and roles should include:

1) Making a commitment to improve articulation on the part of school boards and administrations, as well as by all staff (led by top-level personnel).

2) Organizing local articulation committees and scheduling regular meetings.

3) Developing a plan of work including objectives, timelines, and individual responsibilities.

4) Securing funding by school boards and administrations for planning and development.

In keeping with the recognized importance of local involvement in articulation efforts, a 1976 study of articulation by the National Advisory Council on Vocational Education found that 29 states had local coordinating councils with representatives of both secondary and post-secondary educators involved in curriculum development, program planning and curricular relationships (National Advisory Council on Vocational Education, 1976).

. Regional Level Responsibilities:

The regional responsibilities for planning and developing articulation practices are very similar to the local responsibilities, but generally involve more institutions. The expansion of local articulation efforts to the regional level helps to ensure the most effective use of all existing resources.

Regional articulation planning efforts are being conducted in many states through a variety of mechanisms including the following: county-wide advisory committees, regional councils, regional steering committees, regional meetings of vocational directors, and articulation committees within each community college district. The number and size of the articulation region varies greatly from state to state. Generally, the regions are established based upon an already-existing division such as vocational education districts or community college districts.

. State-Level Responsibilities:

Although articulation may be considered a local problem that must be resolved at the local level, many studies point to the importance of state leadership in articulation efforts. Bushnell (1977) concludes that, *"States are taking on increased responsibility for insuring local coordination of vocational education. It has been the general assumption that a state plan for coordination in conjunction with volunteer inter-institutional consortia can achieve effective and mutually beneficial linkages. It is not enough, however, to promote an attitude of mutual respect and cooperation. Articulation can most successfully be achieved where institutions voluntarily cooperate because each stands to benefit. It is our belief that as these initial efforts mature and expand, interinstitutional dependence will grow stronger. In the end, the needs of the local community, individually and organizationally, will be better served."*

The 1976 Study of Articulation by the National Advisory Council on Vocational Education found that 22 states had statewide coordinating

councils with representatives of secondary and postsecondary vocational education involved in curriculum development, program planning and curricular relationships. (National Advisory Council on Vocational Education, 1976.)

Statewide leadership in planning and developing articulation efforts may take many forms. The following are examples: development of comprehensive plans for articulation policies, guidelines for coordinated curriculum and for the elimination of duplication; sponsorship of statewide workshops, forums and inservice meetings; establishment of a statewide articulation committee; support of articulation specialists to aid and encourage local articulation efforts; and the research of effective articulation practices.

Repeatedly, studies as noted in Exhibit 7.3, Bibliography, following, conclude that State Boards and State Departments of Education must assume the leadership in articulation. However, these same studies warn that any articulation plans that are designed and imposed at the state level without local commitment are doomed to failure.

In summary, the literature indicates the following as state-level responsibilities in the planning and development of articulation efforts:

1) Establishing a priority for articulation;

2) Providing financial and personnel assistance and incentives;

3) Establishing policies in support of articulation; and

4) Facilitating high level meetings involving district or regional administrators.

3.4.2 PHASE II - Implementing Articulation Efforts

. Local Level Responsibilities

Because articulation is primarily a local problem requiring local solutions, the implementation of the efforts that have been planned and developed is most crucial at the local level. In order to attain successful implementation, it must be consistent with local philosophies and needs.

Many states have chosen competency-based or performance-based instruction as the primary means of accomplishing articulation with the performed task being the vehicle for articulation. (If all teachers can agree on the task performance to be taught, the curriculum will be articulated.) Consequently, in these states, implementation is largely concerned with the incorporation of the newly-developed curricular materials into an existing system. However, regardless of the means that have been chosen and developed to accomplish articulation, the mechanisms for implementation are the same as those needed for planning, namely cooperative meetings, workshops, and inservice training. It

should be noted that curriculum and instruction activities/responsibilities were most often cited in the literature.

. Regional Level Responsibilities

The literature did not cite specific regional-level responsibilities for implementing articulation efforts.

. State-Level Responsibilities

State level responsibilities for implementing articulation efforts fall into three general categories:

1) Disseminating articulation information through existing communication networks including workshops, meetings, forums, preservice and inservice;

2) Influencing the implementation of the suggested programs by indicating a strong support of those efforts; and

3) Program Maintenance (Section 120) and Program Improvement (Section 130) activities prescribed in Public Law 94-482.

3.4.3 PHASE III - Maintaining Articulation Efforts

The efforts needed to maintain and support articulation practices are, according to the literature, the responsibility of local, regional and statewide educators. Hence, those efforts are being reported with the understanding that responsibility for those efforts rests within each of the three levels, as follows:

1) Maintaining of formal articulation structures;

2) Declaration of administrative commitment and support;

3) Commitment of necessary funding to support articulation practices; and

4) Evaluation of articulation practices and activities on an ongoing basis to provide feedback to the planning efforts.

There is much to be done if effective articulation in vocational education is to be achieved. All sectors and levels must share the responsibilities if articulation is to be accomplished in each local area and state, as well as in the nation.

It would appear that the state-of-the-art, according to the literature review, includes many discussions relating to responsibility for planning articulation practices/activities. Much less appears to have been written about responsibility for implementing and maintaining articulation efforts.

4.0 CURRENT STATE-OF-THE-ART: STATES AND OUTLYING AREAS BEYOND ILLINOIS

This chapter discusses the current state-of-the-art of articulation practices and efforts, within states and outlying areas beyond Illinois, as reported by state-level personnel. Following two sections which provide background on the reporting, a third section discusses eight major areas of articulation activities. Other sections discuss responsibility for planning, implementing and maintaining articulation practices/efforts (4.4), factors which enhance/inhibit articulation practices/efforts (4.5 and 4.6), and suggestions relating to duplication of effort (4.7).

4.1 Procedures

All reporting in this chapter is based upon empirical data collected and analyzed in the performance of the study. These procedures included the development of the following items, filed supplemental to this report in Section 7.0, as follows:

- Exhibit 7.4 Transmittal Letter to State Directors (fifty states and six outlying areas) from Assistant Superintendent James R. Galloway, Department of Adult, Vocational and Technical Education/Illinois State Board of Education;

- Exhibit 7.5 Request for Information from State Directors from Fred C. McCormick (sent, along with the Study Project Abstract, with Assistant Superintendent James Galloway's Transmittal Letter).

With a number of follow-up reminders, as appropriate, all states and four of the six outlying areas responded, from which has been developed:

- Exhibit 7.6 List of State/Outlying Area Contact Persons for Articulation.

This list includes a contact person and an alternate contact person for the states and outlying areas, complete with titles, addresses and telephone numbers. It should provide a valuable resource to Illinois as well as to all other states and outlying areas for statewide articulation activity planning. About one-third of the states responded to another item in the Request for Information:

> *Could you send any materials, guides or other documents which your state/territory has developed or used in articulation efforts that would help us in the study of the state-of-the-art of articulation in Vocational Education?*

The materials were reviewed by the Study Team and have provided background for some of the discussions in Chapters 2 and 3. They are included

in Exhibit 7.3, Bibliography, filed supplemental to this report. In addition, the following was developed for use in either telephone or in-person interviewing of state-level personnel:

. Exhibit 7.7 Interview Format for Use with Telephone Contact Persons in States and Outlying Areas.

Telephone and personal interviews were conducted with a total of nineteen persons in eleven states beyond Illinois, determined to be a representative sample of states with respect to size, governance/control of vocational education, location and involvement in articulation practices and activities. The reporting in the remainder of this chapter is based upon data collection/analysis as described in this section.

4.2 Background on Respondents

Responses to the request for information were received from all fifty states and from four of the six outlying areas. Responses were varied, both with respect to the location of the state vocational education agency and with respect to the functions of the articulation contact persons and alternate contact persons designated in the responses. The locations of the vocational education agencies for the fifty states and four outlying areas reporting are:

. State Department of Education or Public Instruction:	47	(87.0%)
. State Board of Vocational and Technical Education:	5	(9.2%)
. State Commission for Vocational Education:	1	(1.9%)
. State Board for Community Colleges and Occupational Education:	1	(1.9%)
Total:	54	(100.0%)

The ninety-three state-level personnel designated by state vocational education directors as articulation contact persons had the following functions:

. Curriculum and Instruction	38	(40.9%)
. Support Services	6	(6.5%)
. Program Management:	44	(47.2%)
. Community Resources:	5	(5.4%)
Total:	93	(100.0%)

In addition, 85, or 91.4 percent, of the 93 persons reported as contact or alternate contact persons are functionaries in state vocational agencies,

while eight, or 8.6 percent, are functionaries within a post-secondary educational institution, performing articulation practices/activities for the state vocational education agency.

4.3 Articulation Practices/Efforts

For purposes of this study, eight groups of potential articulation practices/efforts were identified. Those practices/efforts are related to activities associated with:

. 1) Joint communication with institutional counterparts (e.g., workshops, meetings, visits, inservice, release time).

. 2) Joint planning with institutional counterparts (e.g., facilities, programs, equipment, staffing, calendars).

. 3) Joint curriculum design (e.g., continuum, content, materials, evaluation).

. 4) Joint student services delivery (e.g., record systems, guidance, counseling, placement, follow-up, needs assessments, special populations).

. 5) Joint sharing of resources (e.g., facilities, personnel, community resources).

. 6) Joint credential/equivalency practices (e.g., staff qualifications, student assessment/admissions/program placement).

. 7) Joint policy/articulation agreements, (e.g., institutional coordination/cooperation, facilities, responsibilities, role/scope, student accessibility).

. 8) Joint advisory committees (e.g., community representatives, employers, other educational/service agencies).

Statewide personnel interviewed were asked to comment on articulation practices/activities at the same level and different levels (according to the study's conceptual framework), by the eight groups of potential articulation activities and, if possible, by function within vocational education, i.e., curriculum and instruction, student services, program management, and community resources. Statewide personnel interviewed found it somewhat difficult to comment on articulation practices/efforts within the state, as related to the four defined functional areas within vocational education. (To date, articulation practices in most states are considered mostly in the context of curriculum and instruction.) Respondents were interested in this study's conceptual framework and its inclusion of four functional areas within vocational education. In general, statewide personnel interviewed appeared to consider articulation practices and activities more in the context of <u>different</u> levels rather than <u>same</u> level.

Responses to the interview question that concerned articulation practices/

efforts, in decreasing order of frequency, were as follows:

- Joint advisory committees (particularly with employers and with other educational/service agencies);
- Joint communication with institutional counterparts (particularly inservice, workshops, visitations, most often on a regional basis). Several comments were made that there is a scarcity of release time available in this area;
- Joint policy/articulation agreements (particularly relating to institutional coordination/cooperation, facilities, and student accessibility);
- Joint sharing of resources (particularly facilities and personnel);
- Joint curriculum design (particularly in areas of content and materials).

Three other articulation activity areas received less frequent responses among the interviewees. These are:

- Joint planning with institutional counterparts;
- Joint student services delivery; and
- Joint credential/equivalency practices.

4.4 Responsibilities

Another interview item was constructed to ask the following question:

Where does Responsibility now lie for Planning, Implementing and Maintaining Articulation Practices/Efforts in your State?

Respondents were asked to specify, for institutions at the same levels and at different levels, and by the four functional areas, whether responsibility for planning, implementing and maintaining articulation is now: 1) statewide; 2) regional; 3) local; 4) no one; or 5) don't know (or a combination of these). In general, statewide respondents were able to discuss more fully responsibility(s) for planning, implementing and maintaining articulation practices/efforts in the context of institutions at different levels, (rather than institutions at the same level), and, among the four functional areas, most fully in terms of curriculum and instruction, and, to a lesser extent, in terms of student services and program management. All statewide personnel agreed that responsibility for planning, implementing and maintaining articulation practices/activities rests somewhat equally among statewide, regional and local vocational educators. Further, respondents indicated that statewide personnel were most directly related to the planning and implementing of articulation practices/activities in the states, and less related to maintaining articulation practices/activities, a responsibility which was assumed to be more local in nature. Statewide respondents, in discussing

responsibility(s) relating to the functions, student services and program management functions, did, however, recognize the viability of needing to establish responsibilities (statewide, regionally and locally) in areas of student services and program management, as means of furthering the planning, implementing and maintaining of articulation practices/efforts in the functional areas of curriculum and instruction and community resources.

One statewide vocational education planner summarized this area of inquiry well in outlining four points about which statewide planners should be mindful in the implementation of articulation practices and efforts:

- State support is needed; articulation will not happen locally entirely on its own;
- Any curriculum development activities (locally, regionally and statewide) should involve at least one-half of the developers as teachers (at least one-half local personnel);
- The use of resource teams, on a regional basis, is recommended; and
- Local autonomy must be recognized; encourage, but do not dominate from the state level.

4.5 Factors which Enhance Articulation Practices/Efforts

Statewide personnel interviewed were also asked: "What factors enhance articulation practices in your State?" Responses to this question were:

- Genuine concern for student development;
- Curriculum which is performance based, competency defined and industry-validated;
- Availability of resources and release time;
- Attitude;
- Goals, objectives and planning;
- Advisory councils and professional organizations;
- Having an individual responsible for the implementation of articulation practices/activities; and
- Communications, cooperative agreements, and mechanisms to bring people together for planning and the development of mutual trust.

4.6 Factors which Inhibit Articulation Practices/Efforts

Interviewees at the state level were also asked: "What factors inhibit articulation practices/efforts in your State?" Responses to this question

were:

- Institutional separatism relating to secondary/postsecondary structuring;
- Local institutional and faculty autonomy and institutional/departmental power bases;
- Separate statewide arrangements/structures and boards for governance;
- Varying statewide funding and entitlement/reporting requirements between/among governing boards;
- Lack of statewide mechanism(s) to assure articulation;
- Lack of uniform policies in admissions between/among receiving institutions;
- Lack of interinstitutional formal agreements;
- Overlapping areas of competition; and
- Changes in staffing.

4.7 Suggestions Relating to Duplication of Effort

Interviews with statewide personnel also included the item, "What suggestion(s) do you have for the elimination of duplication of effort (if needed)?" Responses to this question were:

- All duplication is not bad; however, competency-based vocational education, that is industry-validated, seems viable;
- Common statewide advisory councils and subject-matter task forces;
- Good working relationships and communications of schools at all levels, within a region, and between local and state education agencies;
- More "teeth" and consistency in program approval criteria and procedures;
- Work toward more advanced placement agreements;
- Better cooperative planning between local, regional and statewide levels;
- Regional articulation in common areas such as adult education, career education and special needs;
- Coordination of information and networking for the dissemination of information;
- Increased sharing of information and resources between/among states.

5.0 CURRENT STATE-OF-THE-ART: ILLINOIS

This chapter discusses the current state-of-the-art of articulation practices and activities within Illinois. Following three sections which provide background on the reporting, a fourth section discusses eight major areas of articulation activities. Other sections discuss responsibility for planning, implementing and maintaining articulation practices/efforts (5.5), articulation agreements (5.6), factors which enhance/inhibit articulation practices/efforts (5.7 and 5.8), and duplication of effort (5.9).

5.1 Procedures

All reporting in this chapter is based upon empirical data collected and analyzed in the performance of the study. The procedures utilized included on-site interviews with individuals and groups, telephone interviews, and a statewide mailing to all vocational plan writers within local education agencies. The major data collection effort was a survey package and instrument (Survey of Articulation Practices and Efforts in Illinois Vocational Education). Please see Exhibit 7.12, filed supplemental to this report, for a full copy of the survey package. Exhibit 7.8 provides a copy of the statewide mailing sent as an advance organizer to the 774 vocational plan writers within Illinois local education agencies. The objectives and sampling strategy for the Survey of Articulation Practices and Efforts in Illinois Vocational Education are provided as Exhibit 7.9, filed supplemental to this report. Stratified and random sampling strategies were utilized to draw a survey sample of two hundred (200) institutions, including:

- All Community Colleges (51 campuses in 39 districts);
- All Area Vocational Centers (32);
- One-sixth of all Mental Health State Agencies (5);
- One-sixth of all Correctional State Agencies (5);
- One-sixth of all High School Vocational Plan writers within Area Vocational Center areas (50); and
- One-sixth of all High School Vocational Plan writers outside Area Vocational Center areas (57).

5.2 Four Major Functions of Vocational Education

As stated in Section 1.3, Conceptual Framework of the Study, above, the study was designed to investigate how four major functions and associated policies and procedures relate to the facilitation of articulation practices and activities. Thus, for each of the 200 institutions/agencies included in the survey sample, one person from each of the functional areas of vocational education within each respondent institution/agency was provided a survey form to complete. The four functional areas are:

- Curriculum and Instruction (including curriculum design as well as teaching personnel, equipment, facilities and materials);

- Student Services (including student record systems, guidance, counseling, placement, and follow-up, as well as services for special populations);

- Program Management (including administrative structures/operations); and

- Community Resources (including involvement of community representatives and utilization of employers, advisory committees and other education and service agencies).

5.3 Background on Respondents

Summary data on respondents to the Survey of Articulation Practices and Efforts in Illinois Vocational Education follow. Attention is drawn to a few of those data: a total of 314 surveys were returned; of that number 109 were from curriculum personnel, 107 were from student services, and 98 were from program management personnel. Program management personnel were requested to complete both a survey from the standpoint of program management and another survey from the standpoint of community resources. When the surveys were analyzed these portions were separated and tabulated as separate surveys, which explains an N of slightly greater than 400 in the following data.

Survey returns were very balanced and were returned in proportion to the numbers of surveys sent (in the Survey Sample). Twenty-four percent of the returns were from secondary districts, 20 percent from unit districts, 28 percent from community colleges, and 22 percent from area vocational centers. Seventeen percent of the returned surveys were from former or present Model for Articulated Vocational Education (MAVE)* Project Sites. The greatest number of such sites were area vocational centers (31 percent) followed by community colleges (20 percent) and a nearly equal number from secondary and unit districts (9 and 10 percent respectively).

Background Information on Survey Respondents

1. Type of institution or agency: N = 406

Secondary District:	24.1%
Community College:	27.6%
Area Vocational Center:	22.4%
Unit District:	20.4%
State Agency:	4.7%
Other:	.7%

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* MAVE: Illinois developed process model for articulated vocational education, the major elements of which are: building a cooperative climate; expanding communication among staff; developing sequenced K - 14 programs; and coordinating K - 14 services.

2. Size of institution: N = 405

1 - 499 Students:	31.9%
500 - 2000 Students:	35.8%
Over 2000 Students:	32.8%

3. High School is in an Area Vocational Center area:

Yes	No	N
50%	50%	166

4. Number of High Schools per Area Vocational Center area:

Number	Percent
0 - 5	28.2
6 - 10	18.8
11 - 15	30.6
16 - 29	20.0
More than 29	2.4

5. High School is in a Community College District:

Yes	No	N
76.8%	23.2%	168

6. Number of High Schools per Community College District surveyed:

Number	Percent
0 - 5	36.4
6 - 10	7.3
11 - 15	20.9
16 - 29	29.1
More than 29	6.4

7. Area Vocational Center is in a Community College District:

Yes	No	N
79.8%	20.2%	84

8. Number of Area Vocational Centers per Community College District surveyed:

Number	Percent
1	55.9
2	25.4
More than 2	18.6

9. Institution has participated as a MAVE (Model for Articulated Vocational Education) Project Site:

Yes	No	Don't Know	N
16.7%	62.5%	20.8%	395

10. MAVE participation by institution type:

	Yes	No	Don't Know
Secondary District	8.5%	68.1%	23.4%
Community College	20.0%	57.3%	22.7%
Area Vocational Center	30.8%	61.5%	7.7%
Unit District	10.3%	56.4%	33.3%

11. MAVE participation by institution size:

	Yes	No	Don't Know
1 - 499 Students	11.3%	63.7%	25.0%
500 - 2000 Students	13.3%	67.1%	19.6%
Over 2000 Students	25.8%	56.3%	18.0%

5.4 Articulation Activities

For purposes of this study, eight groups of potential articulation activities were identified. Those groups of articulation activities related to: joint communication, planning, curriculum design, student services, sharing of resources, credential/equivalency practices, policy/articulation agreements, and advisory committees. Survey respondents were asked to indicate whether personnel in their own functional area (curriculum and instruction, student services, program management, and community resources) and in their own institution (high schools, community colleges, area vocational centers, and state agencies) were currently and/or should be participating in each articulation activity with personnel in high schools, area vocational centers, and community colleges. Based upon the structure of the survey it would have been possible to analyze the data as: responses of high school curriculum and instruction personnel, high school student services personnel, high school program management personnel, high school community resources personnel, community college curriculum and instruction personnel, community college student services personnel, etc., regarding their perceptions of participation with personnel in high schools, area vocational centers and community colleges. However, such analyses would have resulted in population groups ranging in size from five to thirty-five individuals. Since state-level planning should not be based upon the responses of such a small portion of the total population, the groups were collapsed into functional areas, regardless of institution (i.e. curriculum and instruction personnel of high schools, area vocational centers, community colleges and state agencies combined, student services personnel combined, etc.). Conversely, data were analyzed by institution of origin of the respondent with the functional areas combined. (Raw data from the survey are available in machine-readable formats for additional analyses to any of the above-described levels of specificity). Ultimately, all responses were analyzed according to: 1) the respondent's functional area (all institutions combined), 2) the respondent's institution of origin, 3) respondents in high schools within an Area Vocational Center area, and in high schools not in an Area Vocational Center area, and 4) the institution's participation as a Project MAVE Site (Model for Articulated Vocational

Education). Tables A through P in Exhibit 7.11 contain summary percent responses for all analyses of articulation activities.

Two major techniques are utilized in the following discussions of each group of articulation activities. In order to provide a comprehensive illustration of each articulation activity and the present level of participation in that activity, a distribution "curve" of the percent of all positive responses for current participation in all articulation activities was developed. This included a total of 312 percentages of responses to "yes, currently participating". Of that total, 89 percentages were below 40%; these are classified as "low" participation in articulation activities. A total of 142 percentages were within a 40 - 59% grouping and are classified as "moderate" participation in articulation activities. Finally, 81 percentages were 60% or above and are referred to as "high" participation. A summary of those classifications is:

low:	0 - 39%	"yes, currently participating"
moderate:	40 - 59%	"yes, currently participating"
high:	60 - 100%	"yes, currently participating"

A visual presentation of the distribution "curve" is presented in Figure 5.4.1.

The second technique utilized in the following discussions identifies those areas where the percent of positive responses increased 20% or more between "yes, currently participating" and "yes, should be participating". The 20% measure was chosen after examining the data available in Tables A through P.

5.4.1 Joint Communications

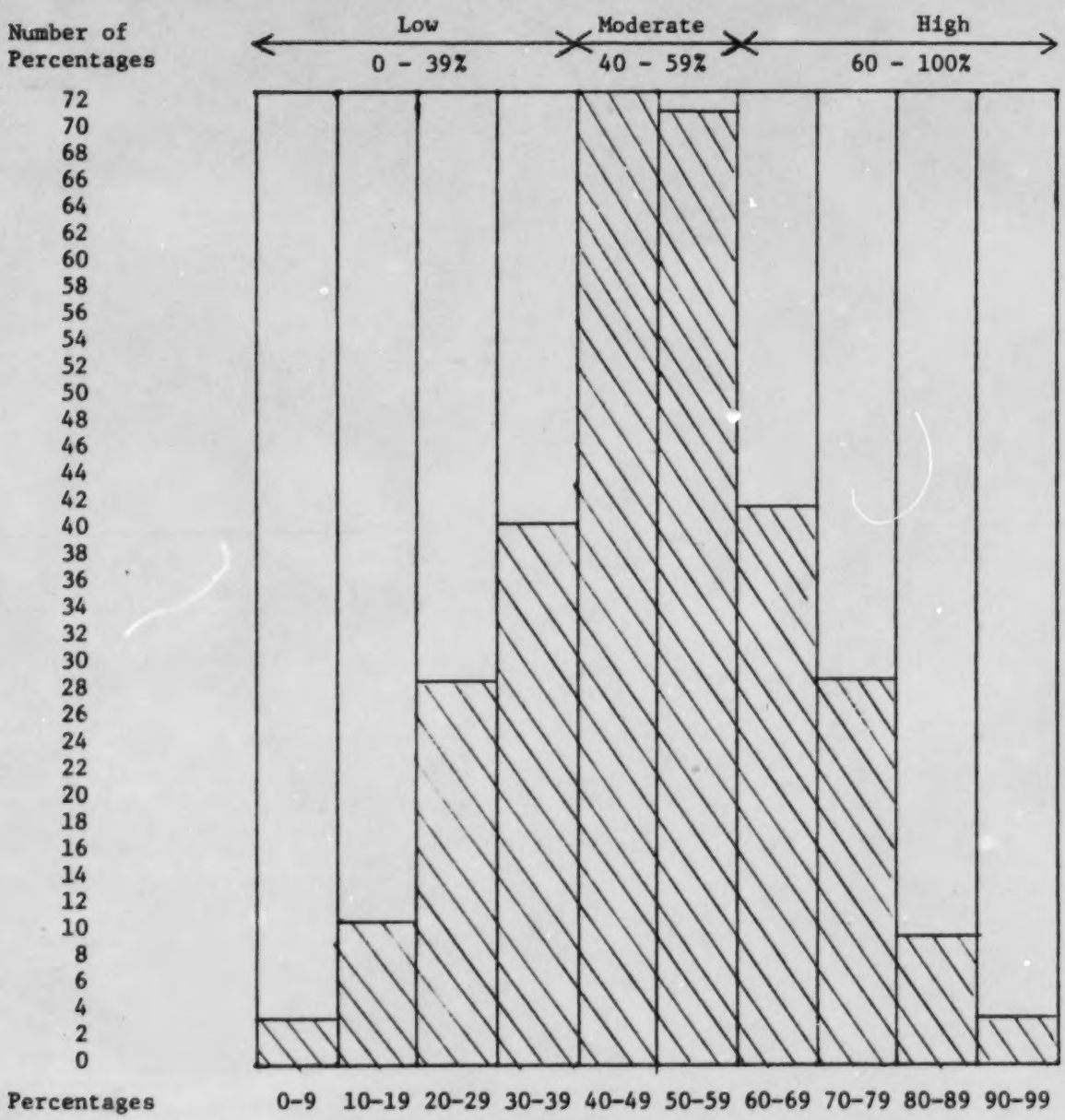
Articulation activities relating to joint communications included but were not limited to: workshops, meetings, visits, inservice and release time.

The data, when analyzed according to functional areas, indicates that curriculum and instruction, student services, and program management personnel are presently participating in communication activities with personnel in high schools, area vocational centers, and community colleges at a high level. Community resource personnel are participating in communication activities at a lower level (high to moderate) with personnel in all types of institutions. Communication by personnel in all functional areas combined was highest with personnel in high schools and approximately equal with personnel in area vocational centers and community colleges.

Analysis according to the respondent's institution of origin indicates a high level of communication activity exists between personnel in all combinations of high schools, area vocational centers, and community colleges. State agencies indicate a low level of communication activity with area vocational centers, a moderate level with high

Figure 5.4.1

Distribution of the Percentages of
Positive Responses for Current Participation
in All Articulation Activities



schools and a high level with community colleges. However, high schools in an Area Vocational Center area participate in communication activities with area vocational centers at a high level, while high schools not in an Area Vocational Center area participate at a low level.

Finally, a comparison of those locations identified as Project MAVE Sites with non-Project MAVE Sites indicates a comparable high level of participation in communication activities at both types of sites.

The following, Table 5.4.1, identifies those areas that increased 20% or more between "yes, currently participating," and "yes, should be participating" responses.

Table 5.4.1

Participation in Joint Communications

Participation by Personnel in:	With Personnel In:		
	High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum			
Student Services			
Program Management			
Community Resources			X
High Schools			
Community Colleges			
Area Vocational Centers			X
State Agencies		X	
High Schools in an Area Vocational Center area			
High Schools Not in an Area Vocational Center area			
Project MAVE Site			X
Not a Project MAVE Site			

X Areas identified by response increase of 20% or more.

As indicated, community resources personnel of all combined institutions think they should be participating in communications activities with personnel in community colleges. Area vocational center personnel think they should be participating in such activities with community

college personnel, while state agency personnel think they should be participating with area vocational center personnel. Finally, Project MAVE Sites see a need to participate with community colleges.

5.4.2 Joint Planning

This group of articulation activities included joint planning in areas such as: facilities, programs, equipment, staffing, and calendars.

The analyses according to functional areas indicate that curriculum, student services, and program management personnel are currently participating in joint planning at a high level with high schools, and at a moderate level with area vocational centers and community colleges. Community resource personnel are participating at a moderate level with high schools and at a low level with area vocational centers and community colleges.

The second analysis, by institution of origin, indicates that: high schools are planning at a high level with other high schools, and at a moderate level with area vocational centers and community colleges; community colleges are planning at a high level with high schools and community colleges but at a moderate level with area vocational centers; area vocational centers are planning with high schools at a high level, but at a moderate level with area vocational centers and community colleges; state agencies are planning at a low level with area vocational centers and a moderate level with high schools and community colleges.

Further analysis of high schools indicates that those in an Area Vocational Center area plan with high schools and area vocational centers at a high level, and with community colleges at a low level. Those high schools not in an Area Vocational Center area plan with high schools at a high level, with community colleges at a moderate level and with area vocational centers at a low level.

Finally, those sites identified as Project MAVE participants seem to plan at a high level with high schools and community colleges, but at a moderate level with area vocational centers, while non-Project MAVE participants plan at a high level with high schools and at a moderate level with area vocational centers and community colleges.

The following, Table 5.4.2, identifies those areas that increased 20% or more between "yes, currently participating" and "yes, should be participating" responses.

Table 5.4.2

Participation in Joint Planning

Participation by Personnel in:	With Personnel In: High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum			
Student Services		X	
Program Management			X
Community Resources			X
High Schools			X
Community Colleges		X	
Area Vocational Centers			X
State Agencies		X	
High Schools in an Area Vocational Center area			X
High Schools Not in an Area Vocational Center area			X
Project MAVE Sites		X	
Not a Project MAVE Site			

X Areas identified by response increase of 20% or more.

Thus, student services personnel of all combined institutions think they should participate in joint planning efforts with area vocational centers while program management and community resources personnel think they should plan with personnel in community colleges. Community college and state agency personnel think they should plan with area vocational centers while high schools (both those within and outside an Area Vocational Center area) and area vocational center personnel think they should plan with community colleges. Finally, Project MAVE participants think they should plan with area vocational centers.

5.4.3 Joint Curriculum Design

Articulation activities relating to curriculum design included: scope and sequence, content, materials, and evaluation.

The first analysis, by functional areas, indicates a moderate level of participation in joint curriculum design activities by curriculum, student services, and program management personnel with high schools, area vocational centers, and community colleges. Community resource personnel participate in these activities at a low level with all institutions.

Similarly, analysis by institution indicates moderate to low levels of participation in curriculum design activities. Specific levels of participation in curriculum design activities between institutions are as follows: high level, community colleges with community colleges, and area vocational centers with high schools; moderate level, high schools with high schools and with area vocational centers, and area vocational centers with area vocational centers and with community colleges; all remaining participation was perceived to be at a low level.

High schools in an Area Vocational Center area indicate their participation in curriculum design activities is high with area vocational centers, moderate with other high schools, and low with community colleges, while high schools not in an Area Vocational Center area participate at a high level with other high schools and at a low level with area vocational centers and community colleges.

Project MAVE Sites and non-Project MAVE Sites indicate a low to moderate level of participation in curriculum design activities with all institutions.

Table 5.4.3 identifies those areas that increased 20% or more between "yes, currently participating" and "yes, should be participating" responses.

Table 5.4.3

Participation in Joint Curriculum Design

Participation by Personnel in:	With Personnel In:		
	High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum			X
Student Services	X	X	X
Program Management	X	X	X
Community Resources	X		X
High Schools		X	X
Community Colleges	X	X	X
Area Vocational Centers	X		X
State Agencies	X	X	X
High Schools in an Area Vocational Center area		X	X
High Schools Not in an Area Vocational Center area		X	X
Project MAVE Sites	X	X	X
Not a Project MAVE Site	X	X	X

X Areas identified by response increase of 20% or more.

Joint curriculum design had the greatest number of areas (29) identified as exhibiting a 20% increase between "yes, currently participating" and "yes, should be participating". Discussion will be limited to those intersects that did not exhibit such an increase. Curriculum and instruction personnel of all combined institutions did not think it necessary to participate more fully in curriculum design with high schools or area vocational centers, while community resource personnel indicated the same regarding area vocational centers. Personnel in high schools, both those within and outside an Area Vocational Center area, did not think it necessary to increase participation with high schools, and area vocational center personnel thought the same regarding participation with other area vocational centers.

5.4.4 Joint Student Services Delivery

Joint student services delivery included activities such as: record systems, guidance, counseling, placement, student assessment, follow-up, needs assessments, and services to special populations.

Analysis by functional area indicates that curriculum, student services, and program management personnel are participating in joint student services activities with high schools at a high level but community resource personnel are participating with high schools at a moderate level. All functional areas are participating with area vocational centers at a moderate level while participation with community colleges is moderate for student services and program management and low for curriculum and community resource personnel.

When analyzed by institution, the data indicate that high schools and area vocational centers perceive themselves as participating in student services delivery with high schools and area vocational centers at a high level but with community colleges at a moderate to low level. Community colleges and state agencies see themselves as participating in these activities at a moderate to low level with all other institutions.

High schools in an Area Vocational Center area participated at a high level with area vocational centers while those high schools not in an Area Vocational Center area participated at a low level with area vocational centers. Participation with high schools and community colleges was higher for high schools not in an Area Vocational Center area than for those in an Area Vocational Center area.

Project MAVE Sites are participating at a higher level (high with high schools, moderate with area vocational centers and community colleges) than non-Project MAVE Sites (moderate with high schools and area vocational centers, low with community colleges).

The following Table identifies those areas that increased 20% or

more between "yes, currently participating" and "yes, should be participating" responses.

Table 5.4.4

Participation in Student Services Delivery

Participation by Personnel in:	With Personnel In: High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum			
Student Services			X
Program Management		X	
Community Resources			X
High Schools			X
Community Colleges			X
Area Vocational Centers			X
State Agencies			
High Schools in an Area Vocational Center area			X
High Schools Not in an Area Vocational Center area			
Project MAVE Site		X	X
Not a Project MAVE Site			X

X Areas identified by response increase of 20% or more.

It is interesting to note that the greater portion of intersects that increased 20% pertain to participation with community colleges. In addition, program management personnel and Project MAVE participants think they should be participating in student services delivery to a greater extent.

5.4.5 Joint Sharing of Resources

Joint sharing of resources included articulation activities such as the sharing of facilities, personnel, and community resources.

Examination of the data analyzed by functional area indicates a high level of participation by curriculum, student services, and program management personnel with high schools, and a moderate level of participation by the same functional areas with area vocational centers. Community resource personnel participate with all institutions at a

moderate level, as do curriculum personnel with community colleges, while student services and program management personnel participate in those activities with community colleges at a high level.

Analysis of the data by institution reveals a high level of participation in resource sharing by community colleges with all other institutions, and by area vocational centers with all institutions except area vocational centers, which is moderate. High schools are participating at a moderate level with all institutions and state agencies are participating at a moderate level with community colleges and at a low level with high schools and area vocational centers.

High schools in an Area Vocational Center area, as well as high schools not in an Area Vocational Center area, participated in resource sharing with all institutions at a moderate level with the exception of participation with area vocational centers by high schools not in an Area Vocational Center area, which was at a low level.

Project MAVE Sites were more likely to participate in resource sharing (high level with high schools and community colleges, moderate level with area vocational centers) than non-Project MAVE Sites (moderate level of participation with all institutions).

The following table identifies those areas that increased 20% or more between "yes, currently participating" and "yes, should be participating" responses.

Table 5.4.5

Participation in Joint Sharing of Resources

Participation by Personnel in:	With Personnel In:		
	High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum			
Student Services		X	
Program Management		X	
Community Resources			
High Schools			
Community Colleges		X	
Area Vocational Centers			
State Agencies	X	X	X
High Schools in an Area Vocational Center area	X	X	X
High Schools Not in an Area Vocational Center area		X	
Project MAVE Site		X	
Not a Project MAVE Site			X

X Areas identified by response increase of 20% or more.

Regarding joint sharing of resources, the greater number of increases from "currently participating" to "should be participating" pertain to participation with area vocational centers. State agencies and high schools in an Area Vocational Center area think such participation should additionally be increased with high schools and community colleges, while non-Project MAVE Sites think participation should be increased with community colleges.

5.4.6 Joint Credential/Equivalency Practices

Articulation activities relating to joint credential/equivalency practices included staff qualifications and admissions and/or advanced program placement.

The data, when analyzed by functional area, indicate all personnel are participating in such activities with all institutions at a low level, with the exception of curriculum and student services participation with high schools, which was moderate.

Analysis by institution also indicates a generally low level of participation in this activity. Community colleges and state agencies participated at a low level with all other institutions. High schools indicated a low level of participation with other high schools and with community colleges but a moderate level with area vocational centers. Area vocational centers indicated a low level of participation with area vocational centers and a moderate level with high schools and community colleges.

High schools in an Area Vocational Center area indicate a moderate level of participation in this activity with area vocational centers but participate at a low level with high schools and community colleges. High schools not in an Area Vocational Center area participated at a low level with all institutions.

Project MAVE Sites indicate a moderate level of participation with high schools but a low level with area vocational centers and community colleges. Non-Project MAVE Sites indicate a low level of participation with all institutions.

The following table identifies those areas that increased 20% or more between "yes, currently participating" and "yes, should be participating" responses.

Table 5.4.6

Participation in Credential/Equivalency Practices

Participation by Personnel in:	With Personnel In: High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum			
Student Services		X	X
Program Management	X		X
Community Resources	X		
High Schools			X
Community Colleges	X		X
Area Vocational Centers		X	
State Agencies	X		
High Schools in an Area Vocational Center area		X	X
High Schools Not in an Area Vocational Center area			
Project MAVE Site	X	X	X
Not a Project MAVE Site			X

X Areas identified by response increase of 20% or more.

Sixteen of a possible thirty-six areas are identified as increasing 20% or more "current" to "should" responses. This represents the third largest number of identified areas of the eight articulation activity groupings. Considerations of increasing participation in this activity are directed most toward the community colleges, followed by the high schools, and by area vocational centers, in decreasing order.

5.4.7 Joint Policy/Articulation Agreements

This group included articulation activities relating to joint policy/articulation agreements for institutional coordination and/or cooperation, facilities, responsibilities, role and/or scope, and student accessibility.

The data indicate that student services personnel perceive themselves as participating in joint policy and/or articulation agreements with high schools and community colleges at a high level, but with area vocational centers at a moderate level. Curriculum and program management personnel are participating with all institutions at a moderate level, while community resources personnel participate at a moderate level with high schools and at a low level with area vocational centers and community colleges.

The data, when analyzed by institution, indicate that community colleges are participating at a high level with other community colleges in policy/articulation agreement activities, as are area vocational centers with high schools. High schools are participating at a low level with community colleges, as are state agencies with area vocational centers. All of the remaining participation possibilities were at a moderate level.

High schools in an Area Vocational Center area, as well as high schools not in an Area Vocational Center area, are participating at a moderate level with other high schools and at a low level with community colleges. Those high schools in an Area Vocational Center area participated in those activities at a high level with area vocational centers, while high schools not in an Area Vocational Center area participated at a low level with area vocational centers.

Project MAVE Sites indicate a high level of participation with high schools, but non-Project MAVE Sites participated at a moderate level. Both types of sites participated with area vocational centers and community colleges at a moderate level.

The following table identifies those areas that increased 20% or more between "yes, currently participating" and "yes, should be participating" responses.

Table 5.4.7

Participation in Joint Policy/Articulation Agreements

Participation by Personnel in:	With Personnel In:		
	High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum		X	
Student Services			
Program Management		X	
Community Resources		X	X
High Schools			X
Community Colleges	X	X	
Area Vocational Centers		X	
State Agencies			
High Schools in an Area Vocational Center area			X
High Schools Not in an Area Vocational Center area			X
Project MAVE Site		X	
Not a Project MAVE Site			X

X Areas identified by response increase of 20% or more.

The greater number of desired increases in participation in joint policy/articulation agreements are directed toward the area vocational centers, followed by the community colleges. Only community college personnel think that participation in this activity should be increased with high schools.

5.4.8 Joint Advisory Committees

Articulation activities relating to joint advisory committees included: community representatives, employers, and other educational service agencies.

Analysis of the data by functional area indicates all functional areas are participating in these activities with high schools at a moderate level. Curriculum personnel are participating with area vocational centers at a moderate level but student services, program management, and community resources personnel are participating at a low level with area vocational centers. All functional areas are participating at a low level with community colleges.

Analysis by institution indicates a moderate level of participation by high schools with high schools, by community colleges with area vocational centers and other community colleges, and by area vocational centers with high schools. All remaining combinations of institutions participated at a low level.

High schools in an Area Vocational Center area participated at a moderate level with other high schools and with area vocational centers but at a low level with community colleges. High schools not in an Area Vocational Center area participated at a high level with other high schools but at a low level with area vocational centers and community colleges.

Project MAVE Sites participated in activities relating to joint advisory committees at a moderate level with all institutions. However, non-Project MAVE Sites participated at a moderate level with high schools and at a low level with area vocational centers and community colleges.

The following table identifies those areas that increased 20% or more between "yes, currently participating" and "yes, should be participating" responses.

Table 5.4.8

Participation in Joint Advisory Committees

Participation by Personnel in:	With Personnel In:		
	High School(s)	Area Vocational Center(s)	Community College(s)
Curriculum			X
Student Services		X	X
Program Management		X	X
Community Resources			X
High Schools			X
Community Colleges	X	X	
Area Vocational Centers			X
State Agencies			X
High Schools in an Area Vocational Center area			X
High Schools Not in an Area Vocational Center Area		X	X
Project MAVE Site	X	X	X
Not a Project MAVE Site			X

X Areas identified by response increase of 20% or more.

Eighteen areas are identified as increasing 20% or more "current" to "should" responses which represents the second largest number of such identified areas of the eight articulation activity groupings. All personnel, with the exception of those in community colleges, think there is a need to increase participation in this activity with community colleges. In addition, program management, community resources, community colleges, high schools in an Area Vocational Center area and Project MAVE Sites think such participation should exist with area vocational centers. Community college personnel as well as those of Project MAVE Sites think such participation should also exist with high schools.

5.4.9 Summary

In order to provide comprehensive information relative to each articulation activity, mean percentage indicators were developed and are presented in Table 5.4.9. The mean percentages were calculated over all positive responses analyzed according to functional areas, institutions, and Project MAVE participation, (high schools within and outside of an Area Vocational Center area were not included because this represents a subset of another classification).

The information presented in Table 5.4.9 requires little comment.

It is intersting to note that joint communication activities have the largest percentage of positive responses and are ranked last as an activity needing greater participation. Joint curriculum design, joint advisory committees, and joint credential/equivalency practices have the lowest (in that order) percentage of current participation and are ranked first, second, and third as areas needing greater participation.

Table 5.4.9

Summary of Articulation Activities

Articulation Activity	Mean Percentage of Positive Responses to "current participation"	Rank Order of Mean Percentages of Positive Responses	Number of Areas Increased 20% or more "current" to "should" (identified in Subsections 5.4.1 - 5.4.8)	Rank Order of Number of Areas Increased 20% or more
1. Joint Communication	74	1	4	8
2. Joint Planning	54	3	10	6
3. Joint Curriculum Design	43	6	29	1
4. Joint Student Services Delivery	49	5	10	6
5. Joint Sharing of Resources	56	2	12	4
6. Joint Credential/Equivalency Practices	33	8	16	3
7. Joint Policy/ Articulation Agreements	50	4	12	4
8. Joint Advisory Committees	40	7	18	2

In addition, summary statistics were developed for each of the four major analyses of the data. The following table presents the mean percentages of positive responses to all articulation activities by functional area.

Table 5.4.10

Mean Percentages of Positive Responses
to All Articulation Activities by Functional Area

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s)	Area Vocational Center(s)	Community College(s)	Row Mean
Curriculum	Currently	60	51	47	53
	Should	71	61	67*	66
Student Services	Currently	64	52	53	56
	Should	77	74*	75*	75
Program Management	Currently	58	48	50	52
	Should	74	68*	70*	71
Community Resources	Currently	42	38	34	38
	Should	60	52	59*	57
Column Mean	Currently	56	47	46	
	Should	71	64	68*	

* Increase of 20% or more in "currently" to "should" responses.

Overall, the data indicate very similar participation in all articulation activities on the part of curriculum, student services, and program management personnel, while community resources personnel participate at a considerably lower level. The greatest current participation by all functional areas is with high schools. Current participation with area vocational centers and community colleges is lower and nearly identical.

Generally, curriculum and community resource personnel would like to see greater participation in all articulation activities with personnel in community colleges, while student services and program management personnel would like to see greater participation with area vocational centers and with community colleges. All functional areas, as a whole, would like to see greater participation in articulation activities with community colleges.

The following table presents the mean percentages of positive responses to all articulation activities when analyzed by institution/ agency.

Table 5.4.11

Mean Percentages of Positive Responses to All Articulation Activities by Institution

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s)	Area Vocational Center(s)	Community College(s)	Row Mean
High Schools	Currently	57	51	40	49
	Should	69	64	65 *	66
Community Colleges	Currently	53	46 *	57	52
	Should	70	68	73	70
Area Vocational Centers	Currently	69	55	47 *	57
	Should	85	67	71	74
State Agencies	Currently	32	17	40	29
	Should	46	36	50	44
Column Mean	Currently	53	42	46	
	Should	67	59	65	

* Increase of 20% or more in "currently" to "should" response.

High schools see themselves as participating in articulation activities to the greatest degree with other high schools, followed by area vocational centers and community colleges. High schools would like to see considerably greater participation with community colleges. Community colleges are presently participating in articulation activities to the greatest degree with other community colleges, followed by high schools and then area vocational centers. Unlike the perception of the high schools (that articulation activities should be increased the most with community colleges), community colleges would like to see greater participation with area vocational centers. Area vocational centers presently see themselves as participating to the greatest degree with high schools, followed by area vocational centers and then community colleges. Like high schools, the area vocational centers would like to see greater participation with community colleges. State agencies are presently participating at the lowest level of any institution/agency group. State agency participation is greatest with community colleges, followed by high schools, and finally, with area vocational centers.

Regarding these mean percentages of positive responses to all articulation activities, it is interesting to note that some discrepancies exist between the perceptions of personnel in the various institutions as they perceive their articulation activities with other

institutions. For example, high schools responded at the 51% positive response level regarding their participation with area vocational centers (61% for high schools in an Area Vocational Center area), while area vocational centers responded at 69% regarding their participation with high schools. Likewise, high schools responded at a 40% positive response level regarding their participation with community colleges, while community colleges responded at the 52% level regarding their participation with high schools. Unlike these discrepancies, area vocational centers responded at the 47% positive response level regarding their participation with community colleges and community colleges responded at the 46% level regarding their participation with area vocational centers. Positive responses for participation high school to high school was 57%, area vocational center to area vocational center was 55%, and community college to community college was 57%. The above data raise interesting questions regarding the participation in articulation activities particularly regarding high schools and their relationships with area vocational centers and community colleges.

The following table presents similar data calculated according to high school location relative to Area Vocational Center areas.

Table 5.4.12

Mean Percentage of Positive Responses to All Articulation Activities by High Schools in and Outside Area Vocational Center Areas

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s)	Area Vocational Center(s)	Community College(s)	Row Mean
High Schools in an Area Vocational Center Area	Currently	52	61	35	49
	Should	66	76	65 *	69 *
High Schools Not in an Area Vocational Center Area	Currently	61	22	44	43
	Should	70	37	65 *	57
Column Mean	Currently	56	42	39	
	Should	68	57	65 *	

* Increase of 20% or more in "currently" to "should" response.

High schools that are not in an Area Vocational Center area presently participate to a greater degree with other high schools as well as with community colleges than do high schools that are in an Area Vocational Center area. Understandably, high schools in an Area Vocational Center area are presently participating to a much greater degree with area vocational centers than high schools that are not in such areas. Both types of high schools see a need for greater participation in articulation activities with community colleges.

The final table presents the data as analyzed by participation or non-participation in Project MAVE (Model for Articulated Vocational Education).

Table 5.4.13

Mean Percentage of Positive Responses to All Articulation Activities by MAVE Participants and Non-Participants

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s)	Area Vocational Center(s)	Community College(s)	Row Mean
Project MAVE Sites	Currently	69	50	58	59
	Should	86	80 *	84 *	83 *
Non-Project MAVE Sites	Currently	53	46	41	47
	Should	68	60	65 *	64
Column Mean	Currently	61	48	50	
	Should	77	70 *	74 *	

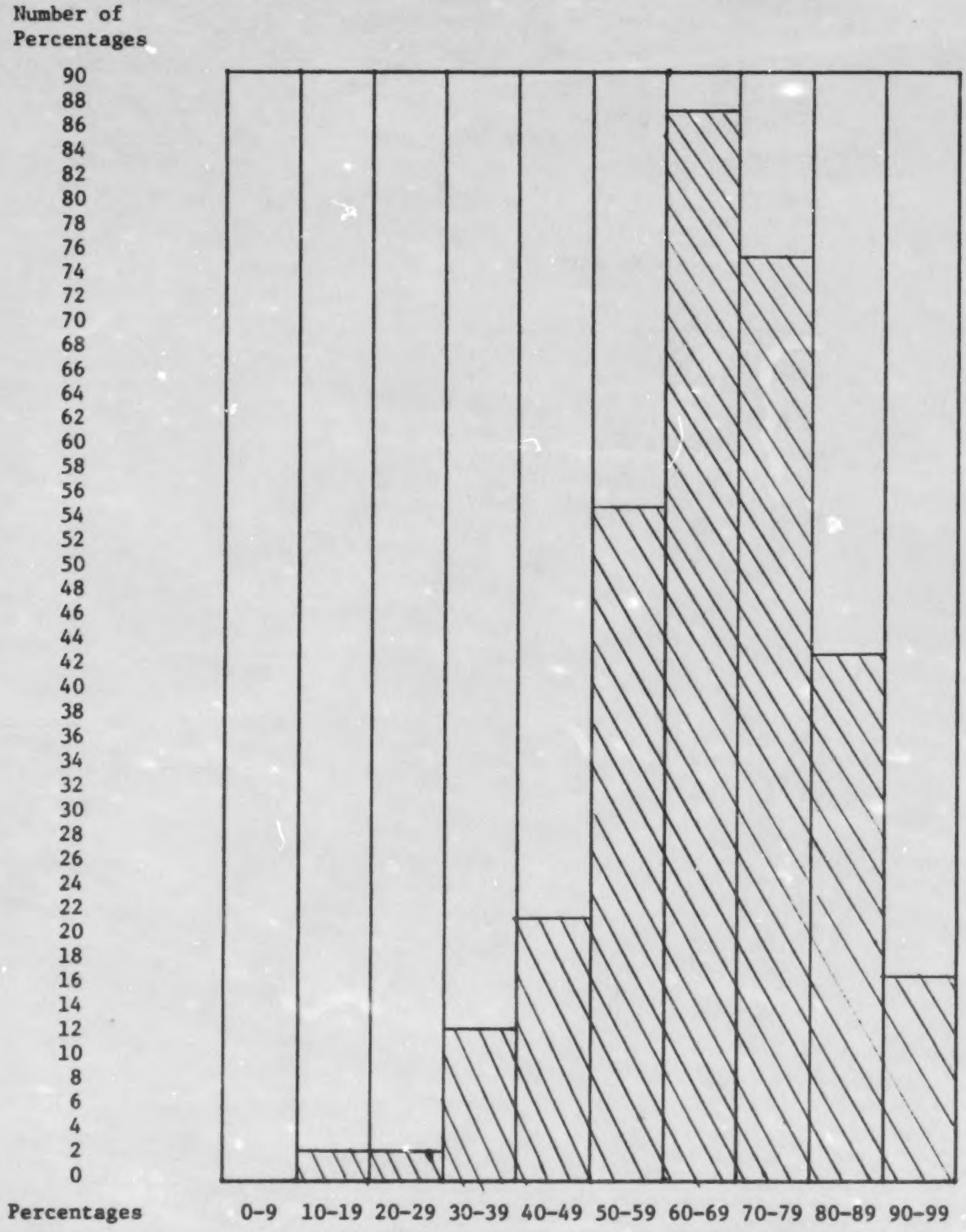
* Increase of 20% or more in "currently" to "should" response.

Participation in articulation activities was consistently greater by Project MAVE Sites than by non-Project MAVE Sites. However, the most interesting aspect of this analysis is the large increase (24%) between the "currently" and "should" responses on the part of the Project MAVE Sites.

Finally, attention is directed to Figure 5.4.2, which presents the distribution of the percentages of positive responses for "should participate" calculated over all articulation activities. When this figure is compared to Figure 5.4.1, presented above, it can be seen that the greatest number of positive responses has shifted from 40 - 60 percentages in the "current participation" to 60 - 80 percentages in the "should be participating".

Figure 5.4.2

Distribution of the percentages of
Positive Responses for Should
Participate in All articulation Activities



5.5 Responsibility for Planning, Implementing and Maintaining Articulation Practices/Efforts

This section discusses the responses to Part C of the Survey of Articulation Practices and Efforts in Illinois Vocational Education. That part of the Survey asks two questions: 1) At what level (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts between your type of institution/agency (i.e., high school, area vocational center, community college, or stage agency) and high schools, area vocational centers, and community colleges rests now? and 2) At what level (state, regional, local) do you think the primary responsibility for planning, implementing and maintaining articulation practices and efforts between your type of institution/agency (i.e., high school, area vocational center, community college, or state agency) and high schools, area vocational centers and community colleges should rest? Examples of statewide, regional, and local institutions, agencies and personnel were among the response categories provided, and may be found in Exhibit 7.12, filed supplemental to this report, as follows:

Statewide = e.g., General Assembly, State Board of Education (including Department of Adult, Vocational and Technical Education), Illinois Community College Board, State Board of Higher Education.

Regional = e.g., Educational Service Regions, Regional Vocational Directors, Regional Centers (Program Service Teams, Career Guidance Centers, Adult Education Teams).

Local = e.g., Local Boards of Education, Superintendents, Principals, Instructional Staff, Student Services Staff, Consultants.

The data were analyzed according to: 1) functional area (all institutions combined); 2) institution of origin; 3) high schools within and outside Area Vocational Center areas; and 4) Project MAVE Sites and non-Project MAVE Sites. The complete results reported in percent responses are presented in Exhibit 7.11, Tables Q to V, filed supplemental to this report.

Discussion of the responses to this portion of the survey includes comments regarding the actual percent of the responses for each cross-tabulation possibility according to the various analyses described above, and points out those areas that experienced changes of 10% or more between the "now" and "should" responses. The 10% measure was chosen after examining the data available in Tables Q through V. Summary tables (5.5.1 to 5.5.3) include percent responses rounded to the nearest whole number, for statewide, regional, and local responses (eliminating the additional response possibilities of "no one" and "don't know") and are presented for each state: planning, implementing, and maintaining. The summary tables discriminate between those areas that experienced a 10% to 20% change and those that experienced a greater than 20% change in the "now" to "should" responses.

5.5.1 Planning

Table 5.5.1 presents the summary data regarding the responsibility for planning articulation practices and efforts. Examination of the

Table 5.3.1

Primary Responsibility for Planning Articulation Practices and Efforts

(Percent Responses)

Participation by Personnel In:	Now/ Should Be	With High School(s)			With Vocational Center(s)			With Community College(s)			Row Mean		
		State-wide	Regional	Local	State-wide	Regional	Local	State-wide	Regional	Local	State-wide	Regional	Local
Curriculum	Now	7	11	69	5	23	52	11	28	47	8	21	56
	Should	5	26	65	10	33	51	16	32	43	10	30	53
Student Services	Now	14	7	64	9	14	60	18	17	44	14	13	56
	Should	11	21	66	16	26	50	27	31	40	18	25	52
Program Management	Now	10	4	68	20	5	57	17	19	47	16	9	57
	Should	3	22	71	21	9	60	17	26	53	14	19	61
Community Resources	Now	2	6	72	10	7	52	10	19	49	7	8	58
	Should	0	21	75	12	12	59	13	27	58	8	20	64
Column Mean	Now	8	7	68	11	12	55	14	21	47			
	Should	5	23	69	15	20	55	18	29	48			
High Schools	Now	12	9	61	10	13	51	9	22	47	10	15	53
	Should	2	21	73	12	24	54	13	35	47	9	27	58
Community Colleges	Now	4	5	76	2	12	66	29	17	45	12	11	62
	Should	8	12	78	5	22	66	31	18	50	15	17	65
Area Vocational Centers	Now	6	8	77	26	15	51	8	23	48	13	15	59
	Should	9	44	47	40	21	29	20	40	37	23	35	38
State Agencies	Now	12	0	53	0	13	50	9	18	50	7	10	51
	Should	0	0	82	0	6	75	0	11	79	0	6	79
Column Mean	Now	8	6	67	10	13	54	14	20	48			
	Should	5	19	70	14	18	56	16	26	53			
High Schools in an Area Vocational Center area	Now	15	6	60	13	12	65	12	17	45	13	12	57
	Should	3	24	71	10	16	71	11	32	51	8	24	64
High Schools Not in an Area Vocational Center area	Now	11	14	59	6	12	33	3	27	51	7	18	48
	Should	2	23	72	16	33	31	13	37	47	10	31	50
Column Mean	Now	13	10	60	10	12	49	8	22	49			
	Should	3	23	72	13	21	51	12	34	49			
Project MAVE Site	Now	0	8	83	10	14	69	11	29	55	7	17	69
	Should	2	23	80	8	19	70	19	37	42	10	26	64
Non-Project MAVE Site	Now	9	3	72	12	11	57	14	16	51	12	11	60
	Should	5	21	70	17	19	54	15	28	52	12	23	59
Column Mean	Now	4	6	78	11	13	63	13	23	53			
	Should	3	22	75	13	19	62	17	33	47			

* Change of 10% to 20% "Now" to "Should" Response
** Change of 20% or more "Now" to "Should" Response

data analyzed according to functional areas indicates very similar responses from the four functional areas regarding the placement of responsibility for planning articulation efforts now. All functional areas perceive their responsibility for planning with high schools to be greatest at the local level. As all functional areas relate to area vocational centers and community colleges, the responsibility for planning articulation efforts is perceived to have less local emphasis.

All functional areas would like to see a considerable increase in regional planning for high schools, with slightly less statewide involvement, local level planning remaining the same. Curriculum and student services personnel would like to see a large increase in regional planning with area vocational centers even at the expense of local planning efforts. Program management and community resources personnel are satisfied with the status quo regarding area vocational centers. Student services personnel would like to see a significant increase in regional planning efforts with community colleges.

Analysis of the data by institution of origin reveals some differences. High schools perceive the responsibility for planning with other high schools to be largely a local responsibility, with some state and regional involvement. They see the local responsibility to be slightly lower between themselves and area vocational centers, as well as with community colleges, placing slightly more emphasis on regional responsibility to plan articulation between high schools and these institutions. High schools would like to see more regional responsiblity for planning with other high schools, area vocational centers and community colleges, and would like to see less state and more local responsibility for articulation planning with other high schools.

Community colleges see the responsibility for articulation planning presently to be largely local between themselves and high schools, local and regional between themselves and area vocational centers, and local and statewide between themselves and other community colleges. Community colleges are largely satisfied with the present placement of responsibility for articulation planning with the exception of their planning with area vocational centers, which community colleges would like to see increased at the regional level.

Area vocational centers see the present placement of responsibility for planning to be largely local between themselves and high schools, local and statewide between themselves and other area vocational centers, and local and regional between themselves and community colleges. Area vocational centers would like to see changes in the placement of articulation planning responsibilities. As they plan with high schools, they would like to see a large reduction in local responsibility and a large increase in regional responsibility; as they plan with other area vocational centers, they would like to see a large reduction in local responsibility and a large increase in statewide responsibility; and as they plan with community colleges, they would like to see a reduction in local level responsibility and large increases in both regional and statewide level responsibilities.

State agencies present yet another perception of these responsibilities. They perceive the present placement of planning responsibilities

between themselves and high schools, area vocational centers, and community colleges to be local with only slight statewide and regional responsibilities. They would like to see a dramatic increase in local responsibilities for planning between themselves and all institution types, with no statewide or regional responsibility as they plan with high schools, and some regional responsibility as they plan with area vocational centers and community colleges.

High schools in an Area Vocational Center area and those not in an Area Vocational Center area have very similar perceptions regarding the placement of responsibilities for planning articulation efforts with the exception of the high school to area vocational center relationship. Those high schools in an Area Vocational Center area see local level planning with area vocational centers to be presently high and would like to see it continue. Those high schools not in an Area Vocational Center area see far less local responsibility for planning with area vocational centers presently, and would like to see a large increase in regional and statewide responsibility for planning with area vocational centers.

Analysis of the data according to Project MAVE Sites and non-Project MAVE Sites indicates an overall greater emphasis on local responsibility for planning with high schools and area vocational centers on the part of Project MAVE Sites than non-Project MAVE Sites. Both types of sites would like to see more regional planning with high schools.

5.5.2 Implementing

Table 5.5.2 presents the summary data relative to the placement of responsibility for implementing articulation practices and efforts. Analysis of the data by functional area indicates very similar perceptions regarding the placement of responsibility for implementing articulation practices on the part of those personnel. All agree that the primary responsibility for their implementing articulation practices with high schools is at the local level, with slightly lower local responsibility with area vocational centers and community colleges. Nearly all functional areas would like to see more regional responsibility for their implementing articulation practices with high schools, area vocational centers and community colleges.

Analyses by institution of origin indicate variations in the perceptions of the various institutional types regarding the placement of responsibility for implementing articulation efforts. High schools see local responsibility to be primary for implementing articulation efforts between themselves and other high schools, area vocational centers and community colleges. However, they would like to see more regional responsibility for implementing articulation practices between themselves and all types of institutions.

Community colleges see these responsibilities to be primarily local in their relationships with high schools and area vocational centers, and local and statewide in their relationships with other community

Table 5.5.2

Primary Responsibility for Implementing Articulation Practices and Efforts

(Percent Responses)

Participation By Personnel In:	Now/ Should Be	With High School(s)			With Area Vocational Center(s)			With Community College(s)			Row Mean		
		State-wide	Regional	Local	State-wide	Regional	Local	State-wide	Regional	Local	State-wide	Regional	Local
Curriculum	Now	8	3	76	5	14*	61	8	22	54	7	13*	64
	Should	9	15*	71	11	24*	57	13	29	52	11	23*	60
Student Services	Now	10	7	74	8	18	57	14	20*	49	11	15	60
	Should	7	17*	73	12	24	57	22	30*	47	14	24	62
Program Management	Now	7	3	71	14	5	59	10	15*	55	10	8	62
	Should	2	22*	73	15	15*	60	8	32*	52	8	23*	62
Community Resources	Now	3	5	72	5	5	59	6	17*	60	5	9*	64
	Should	2	22*	73	8	18*	58	7	33*	53	6	24*	62
Column Mean	Now	7	5	73	8	11	59	10	19*	55			
	Should	5	19*	73	12	20	58	13	31*	51			
High Schools	Now	12	7	62	6	13*	53	4	21*	54	7	14*	56
	Should	6	20*	71	7	25*	57	7	37*	49	7	27*	59
Community Colleges	Now	3	1	85	4	7	70	25	18	51	11	9	70
	Should	6	8	83	7	14	71	24	18	57	12	13	70
Area Vocational Centers	Now	1	4*	85*	20*	14*	56*	3*	16*	61*	8*	11**	67*
	Should	4	32**	62**	35**	27**	31**	16**	41**	38**	18*	33**	44**
State Agencies	Now	6	0	63*	0	6	69	9	14	50*	5	7	61*
	Should	0	6	75*	0	6	75	0	5	84*	0	6	78*
Column Mean	Now	6	3*	74	8	10	62	10	17	54			
	Should	4	17*	73	12	18	59	12	25	57			
High Schools in an Area Vocational Center area	Now	17*	11*	36*	11	13*	68	8	21	50	12	15	58
	Should	6*	24*	69*	7	23*	67	9	26	55	7	24	64
High Schools Not in an Area Vocational Center area	Now	10	3*	67	0	14*	30*	0	20*	59*	3	12*	52
	Should	7	20*	70	6	29*	45*	5	47**	44**	6	32**	53
Column Mean	Now	14	7*	62	6	14*	49	4	21*	55			
	Should	7	22*	70	7	26*	56	7	37*	50			
Project MAVE Site	Now	0	4*	89*	3	13*	75*	5	23	68	3	13	77
	Should	6	22*	73*	11	24*	62*	17*	21	68	11	22	68
Non-Project MAVE Site	Now	6	4*	78	10	11	60	10	14*	58	9	10*	65
	Should	5	15*	76	14	19	58	13	27*	54	11	20*	63
Column Mean	Now	3	4*	83	7	12*	68	8	19	63			
	Should	6	19*	75	13	22*	60	15	24	61			

* Change of 10% to 20% "Now" to "Should" Response

** Change of 20% or more "now" to "Should" Response

colleges. Community colleges are satisfied with the present placement of responsibility as they perceive it.

Area vocational centers perceive the responsibility for implementing articulation practices between themselves and all institutional types is presently placed at the local level. However, they would like to see a large increase in regional responsibility as they relate with high schools for implementation of articulation practices. In addition, they would like to see large increases in statewide and regional responsibility, as they relate to community colleges and other area vocational centers for these practices.

State agencies see the responsibilities for implementing articulation efforts between themselves and all other institutional types to be local at the present time. Furthermore, they want to see those local responsibilities strengthened as they relate to all other institutional types.

High schools in an Area Vocational Center area differ slightly from those high schools not in an Area Vocational Center area regarding the placement of responsibility for implementing articulation practices. High schools not in an Area Vocational Center area see more local responsibility for implementing articulation practices with other high schools than high schools in an Area Vocational Center area. Those high schools in an Area Vocational Center area see much more local responsibility for implementing articulation efforts with area vocational centers than those high schools not in an Area Vocational Center area. Both types of high schools would like to see more regional responsibility as they relate to area vocational centers for articulation implementation efforts. High schools not in an Area Vocational Center area see a need for more regional and less local responsibility for implementing articulation efforts between themselves and community colleges. Finally, high schools in an Area Vocational Center area are basically satisfied with the present situation as they relate to community colleges.

Analysis of the data by Project MAVE - non-Project MAVE participation indicates that Project MAVE Sites see greater local level responsibilities presently with all institutions than non-Project MAVE Sites. Both types of sites would like to see more regional responsibility as they relate to high schools for articulation implementation efforts. Project MAVE Sites would like to see more regional and less local level responsibility relative to implementation of articulation efforts with area vocational centers and more statewide level responsibilities relative to community colleges. Non-Project MAVE Sites are satisfied with the present placement of responsibility relative to area vocational centers but would like to see more regional level responsibility as they relate to community colleges for the implementation of articulation efforts.

5.5.3 Maintaining

Table 5.5.3 presents the summary data pertaining to the placement of responsibility for maintaining articulation practices and efforts.

Table 3.3.3

Primary Responsibility for Maintaining Articulation Practices and Efforts

(Percent Responses)

Participation By Personnel In:	Now/ Should Be	With High School(s)			With Area Vocational Center(s)			With Community College(s)			Row Mean		
		State-wide	Regional	Local	State-wide	Regional	Local	State-wide	Regional	Local	State-wide	Regional	Local
Curriculum	Now	8	5	75	6	18	57	9	21	58	8	15	63
	Should	9	13	73	11	18	60	11	28	56	10	20	63
Student Services	Now	8	10	71	8	13	57	12	17	52	9	13	60
	Should	9	18	70	10	24*	60	19	24	55	13	22	62
Program Management	Now	9	9	66	18	5	57	12	15	58	13	10	60
	Should	3	26*	70	17	15*	57	10	25*	60	10	22*	62
Community Resources	Now	4	9	66	9	7	58	6	17	60	6	11	61
	Should	2	25*	72	10	15	58	16*	21	62	9	20	64
Column Mean	Now	7	8	70	10	11	57	12	18	57			
	Should	6	21*	71	12	18	59	14	25	58			
High Schools	Now	10	11	61	8	13	52	4	23	55	7	16	56
	Should	7	25*	65	10	18	58	6	27	60	8	23	61
Community Colleges	Now	3	2	82	6	8	67	26	17	52	12	9	67
	Should	5	8	86	4	18*	70	21	21	59	10	16	72
Area Vocational Center	Now	4	10	74	23	14	52	5	12	60	11	12	62
	Should	7	29*	62*	31	27*	35*	29**	32**	46*	22*	29*	48*
State Agencies	Now	6	0	63	0	6	69	0	5	73	3	6	68
	Should	0	0	81*	0	0	81*	0	9	82	0	3	81*
Column Mean	Now	6	6	70	9	10	59	9	14	60			
	Should	5	16*	74	11	16	61	14	22	62			
High Schools in an Area Vocational Center area	Now	14	10	61	13	15	63	8	20	53	12	15	59
	Should	5	24*	68	10	16	71	7	27	61	7	22	67
High Schools Not in an Area Vocational Center area	Now	8	13	60	0	10	34	0	27	56	3	17	50
	Should	10	30*	60	10*	20*	41	7	26	58	9	25	53
Column Mean	Now	11	12	61	7	13	49	4	24	55			
	Should	8	27*	64	10	18	56	7	27	60			
Project MAVE Site	Now	6	8	76	14	14	62	9	21	64	10	14	67
	Should	4	18*	78	9	34**	54	19*	21	58	11	24*	63
Non-Project MAVE Site	Now	6	6	75	10	9	61	10	12	61	9	9	66
	Should	6	16*	75	13	15	62	11	23*	62	10	18	66
Column Mean	Now	6	7	77	12	12	62	10	17	63			
	Should	5	17	75	11	25*	58	15	22	60			

* Change of 10% to 20% "Now" to "Should" Responses

** Change of 20% or more "Now" to "Should" Responses

When analyzed by functional area, the data indicate a general agreement on the part of various personnel regarding the placement of this responsibility; as they relate to high schools for purposes of maintaining articulation efforts, all functional areas (all institutions combined) agree that the responsibility is and should be largely at the local level. All functional areas, particularly program management and community resources, would like to see greater regional responsibility as they relate to high schools for these purposes. As they relate to area vocational centers, all functional areas agree that the primary responsibility is and should be at the local level, followed by regional and statewide level responsibility respectively. Student services and program management personnel would like to see increases in regional level responsibility as they relate to area vocational centers. Finally, regarding maintaining articulation efforts with community colleges, all functional areas see the responsibility to be mainly at the local level followed by regional and statewide levels. Program management personnel would like to see an increase in regional responsibility as they relate to community colleges for purposes of maintaining articulation efforts, while community resource personnel would like to see an increase in statewide level responsibility for that relationship.

Analysis of the data by institution of origin indicates some variations in perceptions regarding the placement of responsibility for maintaining articulation practices. As high schools maintain articulation efforts with other high schools, they see that the responsibility is and should be largely at the local level, but would like to see regional level responsibility increased. As they maintain articulation efforts with area vocational centers and community colleges, they see the primary responsibility is and should be at the local level with regional level responsibility as secondary.

Community colleges perceive the responsibility between themselves and high schools is and should be at the local level. Between themselves and area vocational centers, community colleges see local responsibility to be primary but would like to see more regional level responsibility. As community colleges maintain articulation efforts with other community colleges, they perceive the responsibility to be greatest at the local level followed by regional and statewide responsibilities.

Area vocational centers see the responsibility for maintaining articulation efforts between themselves and all institutional types to be largely local at the present time. However, they would like to see those responsibilities changed as follows: between themselves and high schools, decrease local level and increase regional level responsibilities; between themselves and other area vocational centers, decrease local and increase regional level responsibilities; and between themselves and community colleges, decrease local and increase regional and statewide levels of responsibility.

State agencies see the responsibility for maintaining articulation efforts between themselves and all institution types to be largely local. In addition, they would like to see those local responsibilities increased.

Examination of the data analyzed by high schools within and outside Area Vocational Center areas reveals very similar perceptions regarding the placement of responsibility for maintaining articulation efforts between themselves and high schools and community colleges. However, differences in perceptions exist regarding the responsibility for maintaining those efforts between themselves and area vocational centers as follows: high schools in an Area Vocational Center area see the responsibility to be largely at the local level with some at the regional and statewide level as well; high schools not in an Area Vocational Center area see far less local level responsibility.

Both Project MAVE and non-Project MAVE Sites see the responsibility between themselves and high schools for maintaining articulation efforts to be largely local and would like to see regional level responsibilities increased. Both types of sites see the responsibility for maintaining those efforts between themselves and area vocational centers to be primarily local, but Project MAVE Sites would like to see a large increase in regional level responsibility for this relationship. Finally, Project MAVE Sites would like to see an increase in statewide level responsibility for maintaining articulation efforts between themselves and community colleges while non-Project MAVE Sites would increase that responsibility at the regional level.

5.5.4 Summary

Examination of the mean percent responses in all analyses over the three phases (planning, implementing, and maintaining) of articulation practices indicates very little difference exists regarding the placement of responsibility for those phases. There is a slight tendency toward emphasizing local responsibility more, both now and optimally, for implementing and maintaining than for planning. That tendency is a difference of approximately five percentages of response. Statewide and regional percent responses are nearly identical.

The variations in responses to this portion of the survey are found in the groupings (i.e., functional area [all institutions combined], institution of origin, high schools in and outside Area Vocational Center areas, and Project MAVE participation) used to analyze the data. Little variation existed among the functional areas or between high schools within and outside Area Vocational Center areas in the way these personnel perceive the placement of responsibility for planning, implementing and maintaining articulation practices. However, significant differences do exist between the various types of institutions as they perceive the placement of these responsibilities in their relationships with other institutions, and between those sites that have been identified as Project MAVE Sites and those that have not participated in Project MAVE. This statement is supported by the mean percent responses presented in Tables 5.5.1, 5.5.2, and 5.5.3, as well as the data in Tables Q - V, Exhibit 7.11, filed supplemental to this document.

Using Chi-Square analyses*, the following were identified in Tables Q - V as significant at the .01 level:

Planning: Analyzed: by institution of origin - ("should" response)
by MAVE participation - ("now" response)

Implementing: Analyzed: by institution of origin - ("now" and "should" responses)
by MAVE participation - ("now" response)

Maintaining: Analyzed: by institution of origin - ("now" and "should" responses)
by MAVE Participation - ("now" response)

In addition, it would appear that area vocational centers are most dissatisfied with the placement of responsibility for planning, implementing and maintaining articulation efforts between themselves and all institutional types since fourteen intersects changed 20% or more "now" to "should" responses. Similar changes for other institutions were: state agencies, three; high schools outside an Area Vocational Center area, three; Project MAVE Sites, one; and all remaining possibilities, zero.

5.6 Articulation Agreements

Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asks three questions regarding articulation agreements:

1) *Does your institution have agreements with other educational institutions for vocational articulation, and if so, what type are they?*

Respondents were to check all that applied: formal (documented), informal (personal) or have none.

2) *If agreements exist, what is their scope?*

Respondents were to check only one: all programs or specific programs. Please specify_____.

3) *If agreements exist, what is their substance?* (e.g., credit transfer, proficiency examinations, placement, etc.)

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* A brief explanation of Chi-Square analyses may be found in Exhibit 7.11.

Table 5.6.1 following, presents summary data for questions one and two. The percentages must be compared to the percent of the sample for each analysis in order to be meaningful. The sample size in percent for institutions is as follows:

High Schools:	44.5%
Community Colleges:	27.3%
Area Vocational Centers:	22.4%
State Agencies:	4.9%

It should be noted that high schools have a considerably higher percent of "no agreements" than their portion of the sample would warrant. Conversely, community colleges and area vocational centers have similar or slightly higher percents of the formal and informal agreements than their sample sizes would warrant. In addition, area vocational centers tend to have more agreements pertaining to all of their programs while community colleges tend toward agreements that include some of their programs. (See items 2 and 6 of Table 5.6.1.)

The sample size in percent for the various sizes of institutions is as follows:

1 - 499 Students:	31.9%
500 - 2000 Students:	35.8%
Over 2000 Students:	32.3%

Thus it may be noted that institution size did not tend to influence the existence of agreements or the lack thereof, since the percentages of agreements are similar to the percents of the sample size. However, institutions with 500 - 2000 students tend to have agreements for all programs, and institutions of more than 2000 students tend to have agreements for some programs. This probably reflects the area vocational center-community college tendency noted in the preceding paragraph. (See items 3 and 7 of Table 5.6.1.)

Finally, the sample size in percent for MAVE-non-MAVE participation is as follows:

Project MAVE Participation

Yes:	16.7%
No:	62.6%
Don't Know:	20.7%

Thus, it may be noted that Project MAVE Sites have a slightly greater tendency toward formal and informal agreements than other institutions. Also, Project MAVE Sites tend to have those agreements for all programs to a greater extent that non-Project MAVE Sites. (See items 4 and 8 of Table 5.6.1.)

Table 5.6.1

Percent Responses to Part D,
Questions One and Two Pertaining
to Articulation Agreements

1. Agreements with other educational institutions for vocational articulation:

	N
Formal (documented) Agreement:	232
Informal (personal) Agreement:	138
No Agreement:	88

2. Agreements by type of institution:

Institution	Formal Agreement (N = 232)	Informal Agreement (N = 138)	No Agreement (N = 88)
High School	36.5%	31.7%	61.4%
Community College	36.9%	30.9%	15.9%
Area Vocational Center	22.7%	30.2%	13.6%
State Agency	3.9%	7.2%	9.1%

3. Agreements by size of institution:

Size	Formal Agreement (N = 232)	Informal Agreement (N = 138)	No Agreement (N = 88)
1 - 499 Students	30.2%	30.9%	31.8%
500 - 2000 Students	35.3%	29.5%	44.3%
Over 2000 Students	34.5%	39.6%	23.9%

4. Agreements by MAVE (Model for Articulated Vocational Education) participation:

MAVE Participation	Formal Agreement (N = 232)	Informal Agreement (N = 138)	No Agreement (N = 88)
Yes	18.6%	21.3%	7.5%
No	61.5%	61.5%	66.2%
Don't Know	19.9%	16.9%	26.2%

5. Scope of the agreements with other educational institutions for vocational articulation:

	N
All programs:	79
Specific programs:	216

6. Scope of the agreements by type of institution:

Institution	All Programs (N=79)	Some Programs (N=216)
High School	41.8%	36.4%
Community College	15.2%	38.2%
Area Vocational Center	43.0%	19.4%
State Agency	0	6.0%

7. Scope of the agreements by size of institution:

Size	All Programs (N=79)	Some Programs (N=216)
1 - 499 Students	30.4%	31.5%
500 - 2000 Students	49.4%	29.2%
Over 2000 Students	20.3%	39.4%

8. Scope of agreements by MAVE (Model for Articulated Vocational Education) participation:

MAVE Participation	All Programs (N=79)	Some Programs (N=216)
Yes	27.8%	15.0%
No	64.6%	62.1%
Don't Know	7.6%	22.9%

Respondents were asked to specify the programs included in the agreements if only some programs were involved. The following is a summarization of those programs and the number of respondents:

Programs - (Number)

Trade and Industry (32)
Nursing/Health Care/Radiology (18)
Joint Vocational/Career Programs (12)
Data Processing/Business/Banking (11)
Home Economics/Dietetics/Child Care (10)
Agriculture/Horticulture/Conservation (7)
Cosmetology (4)
Special Education (4)
Multiple Programs (4)
Mining (3)
As needed (3)
Apprenticeships (2)
CETA (2)
Adult Education (1)

The third question pertaining to agreements asks respondents, "If agreements exist, what is their substance?". The following is a list of the open-end responses to that question. Credit/degree transfer, program placement and proficiency exams were by far the most often repeated responses; however, it should also be noted that these were the examples included as a part of the question and thus may have influenced the respondents.

Substance of Agreement - (Number)

Credit/degree transfer (129)
Program placement (65)
Proficiency exams (57)

Cooperative programming/course offering (25)
Equivalency of program content/development (6)
Faculty usage (6)
General requirements/prerequisites (4)
Special programs and services (4)
Tuition and tuition exchange (4)
Admissions (7)
Follow-up/job placement (4)
Use of facilities (4)
Dual enrollment (4)
Joint meetings for student career planning (3)
Board and administrative support (3)
Provision of service (3)
Finance (3)
Contracts (2)
Schedule for student visitations (2)
Referral procedures (2)
Escrow (1)
Visits and meetings (1)
Interviews (1)
CETA (1)
Adult credit (1)
Staff inservice (1)
Guidance (1)
Scheduling (1)
Organization activities (1)
Occupational Experience (1)

Total: 347

5.7 Factors Which Enhance Articulation Practices/Efforts

Question 4 of Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asked, "What do you think are the factors that enhance articulation efforts in your institution?". Responses to this open-ended question were often single words or very short phrases such that interpretation of the respondents' meaning could, in many cases, be arbitrary. However, an attempt was made to collapse and organize the responses according to four categories utilized in reporting articulation enhancers in the review of the literature. They are as follows:

. Resolution of Governance/Institutional Role Definitions;
. Local-Level Activities;
. State-Level Activities; and
. Philosophies of Cooperation and Commitment at All Levels.

Responses are reported as stated on the surveys with the number of respondents in parentheses.

. Resolution of Governance/Institutional Role Definitions:

- Money (7)
- Planning (3)
- Goals (3)

- Need to know what is going on at various levels (2)
- Can't provide everyone with everything (1)
- Efforts (1)
- Joint vocational agreement (1)
- Level instituted between community colleges and area vocational centers (1)
- Six LEAs in joint agreement (1)
- Mission and scope of operational philosophies (1)
- Total (21)

. Local Level Activities/Entities

- Qualified key personnel/staff (14)
- Guidance (12)
- Interest/effort on local level (11)
- Effective courses and programs (9)
- Smallness of institutions (6)
- Similar interests of high schools in an area (5)
- Use of facilities (4)
- Occupational advisory committees (4)
- Proximity of community college and area vocational center (3)
- Close relationships (3)
- Work training (3)
- Coordination of programs (2)
- Large enrollments (2)
- Professional relationships with other institutions (2)
- Desire of AVC (2)
- Curriculum students want (2)
- Parental involvement (1)
- Job demand (1)
- Recruitment and retention of students (1)
- Change of technology and job market (1)
- Competent presentation (1)
- Careful articulation with district task force (1)
- Personal attention (1)
- Help from industry (1)
- Staff input (1)
- More service (1)
- Total (94)

. State Level Activities/Entities

- Less duplication (4)
- Advisory council and professional organizations (4)
- Teacher support (3)
- Workshops (2)
- Professional meetings (2)
- Meeting with college personnel (2)
- Contests (2)
- State government mandates for agreements (2)
- Continuity of college courses (1)

- Limited funds for education (1)
- F.F.A. awards (1)
- Scholarships (1)
- Having an individual in charge of activity (1)
- Mandates for interagency contracts by state government (1)
- Evaluation process that includes instructor responsibility (1)
- Division directors (1)
- Public relations (1)
- Enrollments (1)
- Total (31)

. Philosophies of Cooperation with Commitment at All Levels:

- Cooperation: with personnel (14)
  in high schools (1)
  with all groups (2)
  between districts (1)
  with community (1)
  in general (12)
- Communications (15)
- Willingness to improve opportunities for students (13)
- Trust between institution and administration (5)
- Desire (4)
- Need (3)
- Time (3)
- Benefits to all groups (2)
- Positive leadership (2)
- Openness with staff and students (2)
- Motivation (2)
- Scarce funds require cooperation (2)
- Community and staff believe in area center concept (1)
- Commitment to engage in activities (1)
- Interest (1)
- Support (1)
- Personal contact (1)
- Total (89)

It is recognized that many of the enhancers could be placed in at least two categories and thus use of the categories is largely to improve readability.

In summary, those enhancers mentioned most often are:

- Cooperation (all types) (31)
- Communications (15)
- Qualified key personnel and staff (14)
- Willingness to improve opportunities for students (13)
- Guidance (12)
- Interest/effort on local level (11)
- Effective courses and programs (9)

5.8 Factors Which Inhibit Articulation Practices/Efforts

Question 5 of Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asked respondents, "What do you think are the factors that inhibit articulation efforts in your institution?". The responses to this open-ended question are organized, for reporting purposes, into seven categories utilized in reporting inhibitors in the review of the literature. Those categories are as follows:

- Political/Legal Structure Inhibitors
- Policy Inhibitors
- Resource Inhibitors
- Curricular Inhibitors
- Communication Inhibitors
- Attitudinal Inhibitors
- Geographic Inhibitors

The responses to this question, as with the preceding one, are often single words or short phrases, thus necessitating some arbitrary interpretation of meaning in order to compile and condense the long list of responses. Acknowledging that limitation, the responses are as follows:

- Political/Legal Structure Barriers:

  - Provincialism/terratorialism, desire to maintain local control (10)
  - Competition (4)
  - Government red tape (3)
  - Different governing boards (2)
  - Politics (1)
  - Funding provisions (1)
  - Unique community college mission (1)
  - Decentralization (1)
  - No legislation requiring articulation (1)
  - Lack of articulation committees (1)
  - Tradition (1)
  - Lack of articulation at Division level (1)
  - Overlapping (1)
  - Total (28)

- Policy Inhibitors:

  - Lack of coordination (5)
  - Scheduling (5)
  - Planning (2)
  - Different policies (2)
  - Lack of consistent vocational education policies at state level (1)
  - Institutional requirements (1)
  - Extended employment of counselors (1)
  - Personnel rules (1)
  - Determination of what can be expected of an AVC (1)
  - Lack of agreements (1)
  - Total (20)

. Resource Inhibitors:

- Lack of time (63)
- Lack of money (23)
- Lack of staff (11)
- Lack of energy (5)
- Lack of resources (3)
- Hard work (3)
- Large work loads (2)
- Press of other responsibilities (2)
- Changing personnel (1)
- Enrollment problems (1)
- Part-time administration (1)
- Time needed to effect change (1)
- Total (116)

. Curricular Inhibitors:

- Lack of clearly defined instructional program materials (1)
- Low quality instruction (1)
- Academics (1)
- Variability of student preparation (1)
- Variety of local programs (1)
- Programs not designed to meet needs of continuous level of twelve month programs (1)
- Total (6)

. Communication Inhibitors:

- Lack of communication (15)
- Lack of specific program information (3)
- No workshops (2)
- Lack of information about personnel visits (1)
- Total (21)

. Attitudinal Inhibitors:

- Staff indifference (8)
- Attitude (8)
- People (staff) (8)
- Job protection (6)
- Lack of cooperation (5)
- Negative-thinking personnel (5)
- Lack of effort by staff (4)
- Lack of understanding (3)
- Lack of interest (3)
- Lack of awareness (2)
- Lack of commitment to concept (1)
- Lack of foresight (1)
- Individuals wanting control (1)
- Lack of perceived need (1)

- Lack of ingenuity (1)
- Lack of leadership (1)
- Lack of concern by senior institution (1)
- Student disrespect for facilities (1)
- Not placing student first (1)
- Fear (1)
- Interest in credits only (1)
- Lack of administrative cooperation (1)
- Total (64)

. Demographic/Geographic Inhibitors:

- Geographic distance (7)
- Total (7)

In summary, those inhibitors mentioned most often are:

- Lack of time (63)
- Lack of money (23)
- Lack of communication (15)
- Lack of staff (11)
- Provincialism/territorialism (10)
- Staff indifference (8)
- Attitude (8)
- People (staff) (8)
- Geographic distance (7)

Of the categories listed, those containing the greater numbers of responses were resource inhibitors (116 responses) and attitudinal inhibitors (64 responses).

5.9 Duplication of Effort

Question 6 of Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asked respondents, "Please indicate the relative degree of duplication of effort you believe exists within (your functional area) between your type of institution and High Schools, Area Vocational Centers, and Community Colleges. (The "current" and "ideal" degrees of duplication of effort may or may not be identical.)"

The resultant data were analyzed according to: functional area (institutions combined), institution of origin, institutional size, high schools within and outside an Area Vocational Center area, and Project MAVE participation. Tables W and X of Exhibit 7.11, filed supplemental to this report, provide summary data reported in percent responses. Significance at the .01 level based upon Chi-Square analyses* is indicated. Reporting includes: highlighting certain data found in Tables W and X; presenting mean percent responses, by row and column (as appropriate) for each analysis; and discussing those response areas that increased 20 percent or more from "current" to "ideal" response.

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* A brief explanation of Chi-Square analyses may be found in Exhibit 7.11.

The following table presents the mean percentages for each functional area for all institutions combined.

Table 5.9.1

Mean Percentages: Duplication of Effort by Functional Area

		All Institutions Combined		
		Low	Medium	High
Curriculum	Current	51	39	10
	Ideal	69	23	8
Student Services	Current	57	32	11
	Ideal	60	29	11
Program Management	Current	59	32	10
	Ideal	65	29	7
Community Resources	Current	56	34	10
	Ideal	64	30	7

Thus it may be recognized that curriculum personnel perceive duplication to be presently slightly higher than do the other personnel, and they would like to see duplication considerably lower. Other functional areas tend to be in close agreement with one another regarding current and ideal levels of duplication.

The mean percent responses for institutions by all functional areas combined is as follows:

Table 5.9.2

Mean Percentages: Duplication of Effort by Combined Functional Areas

		With High Schools			With Area Vocational Centers			With Community Colleges		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
(All Personnel Combined)	Current	56	35	9	58	32	11	54	36	10
	Ideal	67	23	10	61	33	7	65	27	8

It is apparent that little difference exists among the various institutions regarding the perceptions of the current level of duplication of effort by all functional areas. All personnel would like to see that duplication lowest with high schools, followed by community colleges and area vocational centers.

In the analysis by functional areas presented in Table W, Exhibit 7.11, two areas had changes of 20 percent or more "current" to "ideal" responses. They are: curriculum personnel as they view the degree of duplication with area vocational centers, low response increased from 50% to 70%; and curriculum personnel as they view the degree of duplication with community colleges, low response increased from 47% to 69%.

Examination of the data analyzed by institution of origin and presented in Table W, Exhibit 7.11, indicates that high schools, community colleges, and area vocational centers all perceive the present degree of duplication with all combinations of those institutions to be similar. With two exceptions, all responses by those institutions in all combinations perceived the current degree of duplication to be: low (48 to 58 percent responses); medium (34 to 41 percent responses); and high (7 to 16 percent responses). The two exceptions are: community colleges perceive the degree of duplication with high schools to be lower and thus responded low (69 percent responses), medium (26 percent responses) and high (4 percent responses); and area vocational centers perceive the current degree of duplication with area vocational centers to be higher and thus responded low (49 percent responses), medium (28 percent responses), and high (23 percent responses). State agencies perceive the current degree of duplication with high schools to be relatively low as they responded low (63 percent responses), medium (38 percent responses), and high (0 percent responses). State agencies perceive the degree of duplication with area vocational centers and community colleges to be lower than that with high schools.

The mean percent responses by institution of origin for all institutions combined is presented in the following table.

Table 5.9.3

Mean Percentages: Duplication of Effort by Institution of Origin

		All Institutions Combined		
		Low	Medium	High
High Schools	Current	53	37	10
	Ideal	62	30	9
Community Colleges	Current	58	34	8
	Ideal	67	26	7
Area Vocational Centers	Current	50	32	18
	Ideal	62	26	12
State Agencies	Current	72	26	2
	Ideal	78	19	3

It can be seen that state agencies are unique in their perceptions of "current" and "ideal" levels of duplication. (The mean percent responses calculated for combined institutions of origin are similar to those presented by combined functional area and therefore are not discussed.)

Referring again to Table W, Exhibit 7.11, two areas changed 20 percent or more in responses from "current" to "ideal" degrees of duplication of effort. They are: community colleges want to see a much lower degree of duplication of effort with other community colleges and area vocational centers want to see much less duplication of effort with high schools.

The third analysis of this data (presented on Table X, Exhibit 7.11) is by size of institution. The size groupings used are: 1 - 499 students, 500 - 2000 students, and more than 2,000 students. The smallest institutions and the medium-sized institutions indicated a similar degree of current duplication with all possible institutions. However, those institutions with over 2000 students perceive lower duplication with high schools and with area vocational centers.

The following table presents the mean percent responses by size of institution:

Table 5.9.4

Mean Percentages: Duplication of Effort by Institution Size

		All Institutions Combined		
		Low	Medium	High
1 - 499 Students	Current	54	34	12
	Ideal	66	22	12
500 - 2000 Students	Current	55	35	10
	Ideal	59	34	10
Over 2000 Students	Current	58	34	8
	Ideal	69	25	6

Overall, only slight differences exist between the various sizes of institution. The largest institutions see slightly less duplication now, followed by medium sized institutions and finally the smallest. (Again the mean percent responses calculated for combined institutions by size are the same as those presented by combined functional areas.)

In the analysis by institution size presented in Table W, Exhibit 7.11, one area changed 20 percent or more "current" to "ideal" responses. That area was the responses of institutions with 1 - 499 students as they viewed their duplication of effort with high schools, which they would like to see shifted from a medium to a low degree of duplication of effort.

The fourth analysis of the data is according to high schools in and outside an Area Vocational Center area. Because this analysis showed the greatest variation in responses of any discussed thus far, the percent responses as presented on Table X, Exhibit 7.11, are presented (rounded to the nearest whole number) here as well.

Table 5.9.5

Duplication of Effort by
High Schools in and outside an Area
Vocational Center Area

(Percent Responses)

		With High Schools			With Area Vocational Centers			With Community Colleges			Row Mean		
		Low	Med	High	Low	Med	High	Low	Med	High	Low	Med	High
High Schools in an Area Vocational Center Area	Current	60	33	7	48	42	11	77	18	5	62	31	7
	Ideal	66	27	7	67	32	2	77	21	2	70	27	3
High Schools Not in an Area Vocational Center Area	Current	42	47	11	65	25	10	36	57	8	47	43	10
	Ideal	53	21*	26	50	43	8	53	39	9	52	34	14

(Column means are the same as "High School" data on Table W.)

* 20% or more change "current" to "ideal" responses.

High schools in an Area Vocational Center area see relatively moderate duplication with high schools, more duplication with area vocational centers, but very low duplication with community colleges. They would like to see less duplication with high schools and particularly with area vocational centers. High schools not in an Area Vocational Center area see higher duplication currently with community colleges and other high schools, and less duplication with area vocational centers. They would, however, like to see more duplication with area vocational centers. Some in this group would like to see more duplication with high schools and some would like to see less, while all would like to see less duplication with community colleges. (The only area with a 20 percent or more change is indicated on the Table 5.9.5.)

The final analysis is according to participation/non-participation in Project MAVE (Model for Articulated Vocational Education). Response possibilities included lack of knowledge regarding such participation. The data in Table X, Exhibit 7.11, includes the responses from those individuals, but comments are restricted to the "yes" and "no" regarding participation in Project MAVE.

The mean percent responses by Project MAVE participation are presented in the following table.

Table 5.9.6

Mean Percentages: Duplication of Effort by Project MAVE Participation

		All Institutions Combined		
		Low	Medium	High
Project MAVE Site	Current	48	37	15
	Ideal	67	22	12
Non-Project MAVE Site	Current	58	36	10
	Ideal	66	28	6

Overall, Project MAVE participants perceive the present degree of duplication to be slightly higher than non-Project MAVE participants, particularly as related to area vocational centers. Both types of sites would like to see a lower degree of duplication of effort with all institutions. Only one area changed 20 percent or more "current" to "ideal" responses as identified in Table X, Exhibit 7.11. That area was Project MAVE participants as they perceived the degree of duplication between themselves and community colleges. They would like to see the low degree of duplication increase from the "current" 48 percent of responses to an "ideal" 68 percent of the responses.

In summary, responses to this portion of the survey were very similar from one analysis to another with the exception of high schools within and outside an Area Vocational Center area. All groupings tended to perceive some duplication at the present time (low-medium), and tended to indicate a lower than present degree of duplication would be ideal.

Question 7 of Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asked respondents, "In your institution's articulation efforts within (your functional area), what suggestion(s) do you have for the elimination of duplication of effort (if you believe such elimination is desirable)?" The responses to this open-ended question are organized into the three categories of function in vocational education, corresponding to the three major groups of survey respondents, representing four functional areas of vocational education within Illinois:

. Curriculum and Instruction;
. Student Services; and
. Program Management/Community Resources.

The responses to this item are often single words or short phrases, thus necessitating some arbitrary interpretation of meaning in order to compile and condense the long list of responses. Acknowledging that limitation, the

responses are as follows:

. Curriculum and Instruction

- More communications on the efforts between high schools, vocational centers and community colleges, especially in the areas of new programs and the reason for declining enrollments (7)
- Some duplication is good and necessary (6)
- The Regional Director must be given authority to deny reimbursement for programs not articulated (4)
- Common advisory committees sharing manpower and employment studies (3)
- Articulation committees/joint staff meetings (3)
- Where some duplication exists between high schools, area vocational centers and community colleges provide proficiency and transfer credit (3)
- Total elimination is not advisable; possibly on a regional basis an effort could be made to eliminate some duplication (2)
- Each area concentrate on own area (2)
- Increased articulation is needed with administrative support for released time (2)
- Review course outlines/plans for programs (2)
- Fund worthwhile projects; we need more outreach-aid in institution in areas we are not equipped to teach (2)
- I don't know (1)
- The desirability of duplication must be judged on an individual program basis (1)
- Help from the state to mandate unduplication of programs; not sure how much they can do (1)
- State to prepare basic competency guidelines in all areas (1)
- A flow of students from one facility to another is needed (1)
- More use by community colleges of area center faculties and slight curriculum additions to area center programs (1)
- Since community colleges are for commuters, I do not believe in eliminating duplication if the job market demand is high in a specific occupation, which justifies duplication. (1)
- Do away with whole programs (1)
- A cognizant effort between disciplines (1)
- Articulation requires mutual duplication effort--too much is just right. Curriculum is needed if and where it provides for unduplicated enrollments; otherwise, it should be eliminated. (1)
- A good working relationship between administrations of all schools and colleges within a district (1)

- Coordinate efforts of community colleges and area vocational centers, with ability to work together and give and take on both sides (1)
- Elimination of tenure (1)
- Need more direction from state level or Regional Director level to work with institutions to help insure a minimum duplication of effort. No support from state level for high schools which duplicate vocational programs when there is an Area Vocational Center available (1)
- Allow courses and programs to be taught at one level of education only (1)
- Place responsibility of advanced vocational courses to the vocational center, and orientation courses to high schools (1)
- Recognize that the area center hasn't the only answer and reallocate monies accordingly (1)

. Total: (50)

. Student Services

- Needs to be increased, should not be eliminated (4)
- Little or no duplication of effort exists (4)
- Better communication (4)
- Some will always exist in student services (3)
- No elimination needed in student services (2)
- Statewide standardization of forms, course numerations, residency policy, grading systems, and school calendar (2)
- Area high schools should not be funded to teach the same course to the same age group. All junior colleges should not teach the same courses. Let's specialize, do a good job and not duplicate. The reason we overlap is because the State of Illinois is so rich! (1)
- Establish recruitment and retention committee to make recommendations on degrees of responsibility. Also, close communication between student services, admissions and program areas (1)
- Clearer delineation of counselor responsibilities at the various educational levels as related to career development, processes and objectives (1)
- Believe medium level is desirable (1)
- Communication (articulation) can make a "plan" work. Under such a plan student services can work for the student throughout his/her education. (1)
- Ownership of programs (1)
- Decide best place to offer specific courses and programs (1)
- The problems in articulation are with four-year schools, not high schools or vo-tech centers (1)

- Chairmen for each area (1)
- Better planning at state, regional and local levels--withholding of funding (1)
- Work together (1)
- Regional articulation in common areas such as financial aids, scholarships, continuing and career education (1)
- Coordination of information, i.e., network needed to disseminate placement, curriculum, local manpower needs type of information; perhaps Career Guidance Centers could fill this role. (1)
- Total: (32)

. Program Management/Community Resources

- Joint and better use of advisory councils (preferably by program area); joint departmental and staff meetings (6)
- Our programs tend to complement, not duplicate. In many cases, we serve different populations; some duplication is necessary (4)
- Cooperative programs, combined needs assessment, frequent articulation meetings (4)
- Improved communication at all levels (3)
- I am satisfied that the duplication which exists is not a serious problem (3)
- Better planning together; more sharing of ideas and activities and review of course content (2)
- Eliminate the competitive attitude (dollars) and sharing of ideas and resources (2)
- At present, no articulation taking place (1)
- An extended effort on behalf of the statewide, regional and local agencies to identify and work toward the elimination of the duplication (1)
- Local planning with feeder institutions--some duplication is necessary (1)
- State policies which do not place area vocational centers in an unequal position with community colleges regarding competition for students (1)
- Planning of additional levels of vocational courses to allow credit for secondary experience (1)
- Address educational responsibilities given to each institution (1)
- Many activities will always be duplicated unless state or regional superintendents have and will exercise authority to avoid duplication (1)
- State should only fund quality programs; new programs that duplicate existing quality programs should not be funded (1)

- Public relations (1)
- Think first and foremost of the benefit to students (1)
- Since Illinois is divided into many diverse districts, duplication of program management items may be necessary depending on the conditions that exist within each district (1)
- Total: (35)

It can be noted that, among the responding vocational educators who represented four functions within vocational education in Illinois, the open-ended responses reported most frequently were nearly identical between and among the three groups of respondents:

. Curriculum and Instruction

- More communications on the efforts between high schools, vocational centers and community colleges, especially in the areas of new programs and the reason for declining enrollments (7);
- Some duplication is good and necessary (6); and
- The Regional Director must be given authority to deny reimbursement for programs not articulated (4).

. Student Services

- Better communication (4);
- Little or no duplication of effort exists (4); and
- Duplication needs to be increased, should not be eliminated (4).

. Program Management/Community Resources

- Joint and better use of Advisory Councils (preferably by Program Area); joint departmental and staff meetings (6);
- Our programs tend to complement, not duplicate. In many cases we serve different populations; some duplication is necessary (4);
- Cooperative programs, combined needs assessment, frequent articulation meetings (4);
- Improved communication at all levels (3); and
- I am satisfied that the duplication which exists is not a serious problem (3).

6.0 SUMMARY

This section provides a brief summary of the foregoing sections of this product. Included are subsections relating to Overview of the Study (6.1), Definitions of Articulation in Vocational Education (6.2), Review and Description of Variables Associated with Educational Articulation (6.3), Current State-of-the-Art: States and Territories Beyond Illinois (6.4); Current State-of-the-Art: Illinois (6.5); and Implications for State Planning in Vocational Education (6.6). Particular emphases have been focused on state-level planning in the preparation of this section of the final product.

6.1 Overview of the Study

The American educational system, as it evolved during the past two hundred years, developed in a complex pattern of separatism. At the beginning of the 1970's, certain factors began to emerge that indicated a need to set aside traditions of separatism in favor of a new era of cooperation that could transform education into an articulated whole. Since losses of time and resources can be ill-afforded in today's educational process, an increasing number of educators are looking at articulation as a way to improve the use of resources in education. Emphasis on articulation has become an essential part of the planning and coordinating process in a number of states, to avoid duplication and gaps in learning experiences. As activities in the area of articulation have increased, the variations in approaches have also increased, and the results have appeared to be diverse, as evidenced by a variety of definitions of articulation.

Illinois has recognized a need for articulation activities to be analyzed and synthesized in a state-of-the-art study for use in planning and coordinating vocational education in the state. Thus, the goal of this activity has been to perform a state-of-the-art study of articulation efforts in vocational education to determine how articulation is defined, where the process is presently, both in and beyond Illinois, and to suggest possible future approaches which Illinois might pursue in planning and coordinating vocational education. Thus, this comprehensive study had five major objectives, corresponding to related study components. These are:

- *Component One: Review/Description and Critique;*
- *Component Two: Determination of Definition;*
- *Component Three: Determination of Current Status;*
- *Component Four: Relationship to Current Illinois Practice; and*
- *Component Five: Suggestions for Future Illinois Practices.*

This final product reports the results of Components One through Four. Component Five, i.e., suggestions for future Illinois approaches, is found in the Final Report (and in Executive Summary of Final Report).

In addition, a specific conceptual framework forms the basis for this Study's research design, methodologies and work activities, and includes an initial working definition of educational articulation. The study has investigated how four major functions (i.e. curriculum and instruction, student services, program management and community resources) and associated policies/procedures relate to the facilitation of articulation practices within two types of educational articulation. Many articulation studies reviewed have only included the major function of curriculum and instruction within their scope.

6.2 Definitions of Articulation in Vocational Education

In addition to the posing of an initial working definition of articulation, four key elements of a definition have been identified. These include: process, goal/objective(s), outcome(s)/product(s), and attitudes. It has further been noted that any attempt to improve articulation without first focusing on people problems will be unproductive. Twenty-four different definitions, from the literature review, have been discussed in the context of the four elements (or combinations of the elements) identified above. Finally, an operational definition of educational articulation has been offered:

Articulation can be characterized as a process, an attitude, and a goal.

As a process, it is the coordination of policies and practices among sectors of the educational system to produce a smooth flow of students from one sector to another. As an attitude, it is exemplified by the willingness of educators in all sectors to work together to transcend the individual and institutional self-interest that impedes the maximum development of the student. As a goal, it is the creation of an educational system without artificial divisions, so that the whole educational period becomes one unbroken flow, which varies in speed for each individual and which eliminates loss of credit, delays and unnecessary duplication of effort (adopted from Cane, 1979, and the Study's working definition).

6.3 Review and Description of Variables Associated with Educational Articulation

An extensive review of the literature produced more than one hundred different articulation activities that are being performed by individuals in one or more of four functional areas of vocational education, according to eight comprehensive groupings:

- joint communication with institutional counterparts;
- joint planning with institutional counterparts;
- joint curriculum design;
- joint student services delivery;
- joint sharing of resources;

. joint credential/equivalency practices;

. joint policy/articulation agreements; and

. joint advisory committees.

A total of 77 inhibitors of articulation efforts are also discussed, according to seven major categories, as follows:

. Political/Legal Structure Barriers (8 inhibitors);
. Policy Barriers (12 inhibitors);
. Resource Barriers (11 inhibitors);
. Curricular Barriers (21 inhibitors);
. Communication Barriers (6 inhibitors);
. Attitudinal Barriers (13 inhibitors); and
. Demographic Barriers (6 inhibitors).

It can be observed that the inverse of an articulation inhibitor is, generally, an enhancer of articulation practices/activities. In addition, a total of 53 enhancers of articulation efforts are also discussed, according to four major categories, as follows:

. Resolution of Governance/Institutional Role Definitions (4 enhancers);
. Local-Level Activities (19 enhancers);
. State-Level Activities (17 enhancers);
. Philosophies of Cooperation and Commitment at All Levels (13 enhancers).

Responsibilities for planning, implementing and maintaining articulation efforts were discussed, organized by local, regional and state levels. The following have been identified as state-level responsibilities in the planning and development of articulation efforts:

. Establishing a priority for articulation;
. Providing financial and personnel assistance and incentives;
. Establishing policies in support of articulation; and
. Facilitating high-level meetings involving district or regional administrators.

State-level responsibilities for implementing articulation efforts include:

. Disseminating articulation information through existing communication networks including workshops, meetings, forums, preservice and inservice;
. Influencing the implementation of the suggested programs by indicating a strong support for those efforts; and
. Program Maintenance (Section 120) and Program Impovement (Section 130) activities of Public Law 94-482.

According to the literature, the efforts needed to maintain and support articulation practices are the responsibility of local, regional and statewide educators. Hence, these efforts have been reported with the understanding that responsibility for those efforts rests within each of the three levels, as follows:

. Maintaining of formal articulation structures;

. Declaration of administrative commitment and support;
. Commitment of necessary funding to support articulation practices; and
. Evaluation of articulation practices and activities on an ongoing basis to provide feedback to the planning efforts.

6.4 Current State-of-the-Art: States and Territories Beyond Illinois

Reporting on the State-of-the-Art of Articulation: States and Outlying Areas beyond Illinois, was based on responses to a request to all state directors of vocational education as well as in-person and telephone interviews with a sample of statewide articulation contact persons, designated by their state directors. All fifty states and four of the six outlying areas responded with the designation of telephone contact person(s) and about one-third of the states sent additional materials, guides or other documents developed or used in articulation efforts.

Among the state-level personnel reported as articulation contact persons, the following types of functional personnel were designated:

. Curriculum and Instruction:	38	(40.9%)
. Support Services:	6	(6.5%)
. Program Management:	44	(47.2%)
. Community Resources:	5	(5.4%)
Total:	93	(100.0%)

Reporting regarding the state-of-the-art included the following topics, summarized in the remainder of this section:

. Articulation Practices/Efforts;

. Responsibilities: Planning/Implementing/Maintaining;

. Factors which Enhance (and Inhibit) Articulation Practices/Efforts; and

. Suggestions relating to Duplication of Effort

. Articulation Practices/Efforts

Statewide personnel interviewed found it somewhat difficult to comment on articulation practices/efforts within the state, as related to the four defined functional areas within vocational education. (To date, articulation practices in most states are considered mostly in the context of curriculum and instruction, only.) Respondents were interested in this study's conceptual framework and its inclusion of four functional areas within vocational education. In general, statewide personnel interviewed appeared to consider articulation practices and activities more in the context of <u>different</u> levels rather than <u>same</u> level. When asked to comment on articulation practices/activities within their states, responses, in decreasing order of frequency, were as follows:

. Joint advisory committees (particularly with employers and with other educational/service agencies);

- Joint communication with institutional counterparts (particularly inservice, workshops, visitations, most often on a regional basis). Several comments were made that there is a scarcity of release time available in this area;

- Joint policy/articulation agreements (particularly relating to institutional coordination/cooperation, facilities, and student accessibility);

- Joint sharing of resources (particularly facilities and personnel); and

- Joint curriculum design (particularly in areas of content and materials).

. Responsibilities: Planning/Implementing/Maintaining

Another interview item was constructed to ask the following question:

Where does Responsibility now lie for Planning, Implementing, and Maintaining Articulation Practices/Efforts in your State?

In general, statewide respondents were able to discuss more fully responsibility(s) for planning, implementing and maintaining articulation practices/efforts in the context of institutions at different levels, (rather than institutions at the same level), and, among the four functional areas, more fully in terms of curriculum and instruction, and, to a lesser extent, in terms of student services and program management. All statewide personnel agreed that responsibility for planning, implementing and maintaining articulation practices/activities rests somewhat equally among statewide, regional and local vocational educators. Further, respondents indicated that statewide personnel were most directly related to the planning and implementing of articulation practices/activities in the states, and, (hopefully) less related to maintaining articulation practices/activities, a responsibility which was assumed to be more local in nature. Statewide respondents, in discussing responsibility(s) relating to the student services and program management functions did, however, recognize the viability of needing to establish responsibilities (statewide, regionally and locally) in areas of student services and program management, as means of furthering the planning, implementing and maintaining of articulation practices/efforts in the functional areas of curriculum and instruction and community resources.

One statewide vocational education planner summarized this area of inquiry well in outlining four points about which statewide planners should be mindful in the implementation of articulation practices and efforts:

- State support is needed; articulation will not happen locally entirely on its own;

- Any curriculum development activities (locally, regionally and statewide) should involve at least one-half of the developers as teachers (at least one-half local personnel);

- The use of resource teams, on a regional basis, is recommended; and

- Local autonomy must be recognized; encourage, but do not dominate from the state level.

. Factors which Enhance Articulation Practices/Efforts

Statewide personnel interviewed were also asked: "What factors enhance articulation practices in your State?" Responses to this question were:

- Genuine concern for student development;

- Curriculum which is performance-based, competency defined, and industry-validated;

- Availability of resources and release time;

- Attitude;

- Goals, objectives and planning;

- Advisory councils and professional organizations;

- Having an individual responsible for the implementation of articulation practices/activities; and

- Communications, cooperative agreements, and mechanisms to bring people together for planning and the development of mutual trust.

. Factors which Inhibit Articulation Practices/Efforts

- Institutional separatism relating to secondary/postsecondary structuring;

- Local institutional and faculty autonomy and institutional/departmental power bases;

- Separate statewide arrangements/structures and boards for governance;

- Varying statewide funding and entitlement/reporting requirements between/among governing boards;

- Lack of statewide mechanism(s) to assure articulation;

- Lack of uniform policies in admissions between/among receiving institutions;

- Lack of interinstitutional formal agreements;

- Overlapping areas of competition; and

- Changes in staffing.

. Suggestions Relating to Duplication of Effort

Interviews with statewide personnel also included the item, "What suggestion(s) do you have for the elimination of duplication of effort (if needed)?" Responses to this question were:

- . All duplication is not bad; however, competency-based vocational education, that is industry-validated, seems viable;
- . Common statewide advisory councils and subject-matter task forces;
- . Good working relationships and communications of schools at all levels, within a region, and between local and state education agencies;
- . More "teeth" and consistency in program approval criteria and procedures;
- . Work toward more advanced placement agreements;
- . Better cooperative planning between local, regional and statewide levels;
- . Regional articulation in common areas such as adult education, career education and special needs;
- . Coordination of information and networking for the dissemination of information; and
- . Increased sharing of information and resources between/among states.

6.5 Current State-of-the-Art: Illinois

Reporting on the State-of-the-Art of Articulation in Illinois was based upon procedures for data collection and analyses utilized in the performance of the study. These included on-site interviews with both individuals and groups, telephone interviews, and a statewide mailing to all vocational plan writers within local education agencies. The major data collection effort was a survey package and instrument (Survey of Articulation Practices and Efforts in Illinois Vocational Education). Stratified and random sampling strategies were utilized to draw a survey sample of two hundred (200) institutions. For each of the 200 institutions/agencies included in the survey sample, one person from each of the four functional areas of vocational education was provided a survey form to complete. Survey returns were very balanced and were returned in proportion to the numbers of surveys sent (in the Survey Sample). Reporting regarding the state-of-the-art of articulation in Illinois included the following topics, summarized in the remainder of this section:

- . Articulation Activities;
- . Responsibility for Planning, Implementing and Maintaining Articulation Practices/Activities;

. Articulation Agreements;

. Factors which Enhance/Inhibit Articulation Practices/Efforts; and

. Duplication of Effort

. Articulation Activities

A comprehensive summary was developed and presents mean response percentages calculated over all positive responses analyzed according to functional areas (e.g., curriculum and instruction), institutions (e.g., high schools), and Project MAVE (Model for Articulated Vocational Education) participation (i.e. yes/no). Joint communication activities have the largest percentage of positive responses and are ranked last as an activity needing greater participation. Joint curriculum design, joint advisory committees, and joint credential/equivalency practices have the lowest (in that order) percentage of current participation and are ranked first, second, and third as areas needing greater participation.

In addition, summary statistics were developed for each of the four major analyses of the data, i.e. according to functional area (all institutions combined), institution of origin, high schools within/outside an Area Vocational Center area, and Project MAVE participation/non-participation. Overall, the data indicate very similar participation in all articulation activities on the part of curriculum, student services, and program management personnel, while community resources personnel participate at a considerably lower level. The greatest current participation by all functional areas is with high schools. Current participation with area vocational centers and community colleges is lower and nearly identical. Generally, curriculum and community resource personnel would like to see greater participation in all articulation activities with personnel in community colleges, while student services and program management personnel would like to see greater participation with area vocational centers and with community colleges. All functional areas, as a whole, would like to see greater participation in articulation activities with community colleges.

High schools see themselves as participating in articulation activities to the greatest degree with other high schools, followed by area vocational centers and community colleges. High schools would like to see considerably greater participation with community colleges. Community colleges are presently participating in articulation activities to the greatest degree with other community colleges, followed by articulation with high schools and then with area vocational centers. Unlike the perception of the high schools (that articulation activities should be increased the most with community colleges), community colleges would like to see greater participation with area vocational centers. Area vocational centers presently see themselves as participating to the greatest degree with high schools, followed by participation with other area vocational centers and then with community colleges. Like high schools, the area vocational centers would like to see greater participation with community colleges. State agencies are presently participating at the lowest level of any institution/agency group. State agency participation is greatest with community colleges, followed by high schools, and finally, with area vocational centers.

Regarding the positive responses to all articulation activities, it is interesting to note that some discrepancies exist between the perceptions of personnel in various institutions as they perceive their articulation activities with other institutions. The following diagram summarizes those perceptions; percentages are positive responses for present participation in all articulation activities; arrow indicates the direction of the perception.

High Schools —51%→ Area Vocational Centers
Area Vocational Centers —69%→ High Schools

High Schools —40%→ Community Colleges
Community Colleges —52%→ High Schools

Area Vocational Centers —47%→ Community Colleges
Community Colleges —46%→ Area Vocational Centers

High Schools —57%→ High Schools
Area Vocational Centers —55%→ Area Vocational Centers
Community Colleges —57%→ Community Colleges

High schools that are not in an Area Vocational Center area presently participate to a greater degree with other high schools as well as with community colleges than do high schools that are in an Area Vocational Center area. Understandably, high schools in an Area Vocational Center area are presently participating to a much greater degree with area vocational centers than high schools that are not in such centers. Both types of high schools see a need for greater participation in articulation activities with community colleges.

Participation in articulation activities was consistently greater by Project MAVE Sites that by non-Project Sites. However, the most interesting aspect of this analysis is the large increase (24%) between the "currently participating" and "should be participating" responses on the part of the Project MAVE Sites.

. Responsibility for Planning, Implementing and Maintaining Articulation Practices/Efforts

Part C of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asks two questions: 1) At what level (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts between your type of institution/agency (i.e. high school, area vocational center, community college or state agency) and high schools, area vocational centers, and community colleges rests now? and 2) At what level (state, regional, local)

do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts between your type of institution/agency (i.e. high school, area vocational center, community college or state agency) and high schools, area vocational centers, and community colleges should rest?

Examination of the mean percent responses in all analyses over the three phases (planning, implementing, and maintaining) of articulation practices indicates very little difference exists regarding the placement of responsibility for those phases. There is a slight tendency toward emphasizing local responsibility more, both now and optimally, for implementing and maintaining than for planning. That tendency is a difference of approximately five percentages of response. Statewide and regional percent responses are nearly identical.

The variations in responses to this portion of the survey are found in the groupings used to analyze the data. Little variation existed among the functional areas (all institutions combined) or between high schools within and outside Area Vocational Center areas in the way these personnel perceive the placement of responsibility for planning, implementing and maintaining articulation practices. However, significant differences do exist between the various types of institutions as they perceive the placement of these responsibilities in their relationships with other institutions, and between those sites that have been identified as Project MAVE Sites and those that have not participated in Project MAVE.

In addition, it would appear that area vocational centers are most dissatisfied with the current placement of responsibility for planning, implementing, and maintaining articulation efforts between themselves and all institutional types since fourteen intersects in that analysis changed 20% or more "now" to "should" responses. Similar "now" to "should" response changes for other analyses were: state agencies; three, high schools outside an Area Vocational Center area, three; Project MAVE Sites, one; and all remaining possibilities, zero.

. Articulation Agreements

Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asks:

> *Does your institution have agreements with other educational institutions for vocational articulation, and if so, what type are they?*
>
> Respondents were to check all that applied: formal (documented), informal (personal) or have none.

It was noted that high schools have a considerably higher percent of "no agreements" than their portion of the sample would warrant. Conversely, community colleges and area vocational centers have similar or slightly higher

percents of the formal and informal agreements than their sample sizes would warrant. In addition, area vocational centers tend to have more agreements pertaining to all of their programs while community colleges tend toward agreements that include some of their programs.

It was further noted that institution size did not tend to influence the existence of agreements or the lack thereof, since the percentages of agreements are similar to the percents of the sample size. In addition, Project MAVE Sites have a slightly greater tendency toward formal and informal agreements than other institutions and tend to have agreements for all programs to a greater extent than non-MAVE Sites.

. Factors which Enhance Articulation Practices/Efforts

Responses to the survey question, "What do you think are the factors that enhance articulation efforts in your institution?" were reported according to four categories utilized in reporting the review of the literature:

. Resolution of Governance/Institutional Role Definitions;
. Local-Level Activities;
. State-Level Activities; and
. Philosophies of Cooperation and Commitment at all levels.

In summary, those enhancers mentioned most often and the associated number of responses are:

- Cooperation (all types) (31)
- Communications (15)
- Qualified key personnel and staff (14)
- Willingness to improve opportunities for students (13)
- Guidance (12)
- Interest/effort on local level (11)
- Effective courses and programs (9)

. Factors which Inhibit Articulation Practices/Efforts

Question 5 of Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asked respondents, "What do you think are the factors that inhibit articulation efforts in your institution?". The responses to this open-ended question are organized, for reporting purposes, into seven categories. These categories are as follows:

. Political/Legal Structure Inhibitors
. Policy Inhibitors
. Resource Inhibitors
. Curricular Inhibitors
. Communication Inhibitors
. Attitudinal Inhibitors
. Geographic Inhibitors

Those inhibitors mentioned most often and the associated numbers of

responses are:

- Lack of time (63)
- Lack of money (23)
- Lack of communication (15)
- Lack of staff (11)
- Provincialism/territorialism (10)
- Staff indifference (8)
- Attitude (8)
- People (staff) (8)
- Geographic distance (7)

Of the categories listed above, the categories containing the greater numbers of the responses were resource inhibitors (116 responses), and attitudinal inhibitors (64 responses).

. Duplication of Effort

Question 6 of Part D of the Survey of Articulation Practices and Efforts in Illinois Vocational Education asked respondents, "Please indicate the relative degree of duplication of effort you believe exists within [your functional area] between your type of institution and high schools, area vocational centers, and community colleges". The resultant data were analyzed according to: functional area, institution of origin, institutional size, high schools within and outside of an Area Vocational Center area, and MAVE participation.

All functional areas (combined over all institutions) perceive duplication of effort with all institutional types to be moderate (low responses 51 to 59 percent, medium responses 32 to 39 percent) at the present time. In addition, they consider a reduction in the degree of duplication to be ideal.

Analysis by institution of origin indicates results for high schools, area vocational centers, and community colleges as they perceive duplication of effort with all institutional types to be moderate (low responses 50 to 58 percent, medium responses 32 to 37 percent) at the present time. They consider a reduction in the degree of duplication to be ideal. State agencies see the present level of duplication with all institutional types to be considerably lower (low responses 72 percent, medium responses 26 percent) and consider a reduction in duplication to be ideal. The size of the institution did not affect the perceptions regarding present or ideal degrees of duplication.

Analysis of the data according to high schools within and outside Area Vocational Center areas showed the greatest variations regarding duplication of effort. Overall, high schools in an Area Vocational Center area see less duplication of effort currently with all institutional types than high schools not in an Area Vocational Center area. Specifically, high schools in an Area Vocational Center area see relatively moderate duplication of effort with high schools, more duplication with area vocational centers, but very low duplication with community colleges. They would like to see less duplication with high schools and area vocational centers. High schools not in an Area

Vocational Center area see higher duplication currently with community colleges and other high schools but less with area vocational centers. They would, however, like to see more duplication with area vocational centers. Some personnel in high schools outside an Area Vocational Center area would like to see more duplication with other high schools, while some would like to see less. All personnel in high schools outside an Area Vocational Center area would like to see less duplication of effort with community colleges.

Finally, analysis according to Project MAVE participation indicates that, overall, Project MAVE participants perceive the present degree of duplication with all institutional types to be slightly higher than non-Project MAVE personnel. Both types of sites would like to see a lower degree of duplication with all institutions.

Question 7 of Part D of the survey asked respondents, "In your institution's articulation efforts within [your functional area], what suggestion(s) do you have for the elimination of duplication of effort (if you believe such elimination is desirable)?" The open-ended responses reported most frequently were nearly identical among the three groups of respondents, organized by functional area:

. Curriculum and Instruction

- More communications on the efforts between high schools, vocational centers and community colleges, especially in the areas of new programs and the reason for declining enrollments (7);
- Some duplication is good and necessary (6); and
- The Regional Director must be given authority to deny reimbursement for programs not articulated (4).

. Student Services

- Better communication (4);
- Little or no duplication of effort exists (4); and
- Duplication needs to be increased, should not be eliminated (4).

. Program Management/Community Resources

- Joint and better use of Advisory Councils (preferably by Program Area); joint departmental and staff meetings (6);
- Our programs tend to complement, not duplicate. In many cases we serve different populations; some duplication is necessary (4);
- Cooperative programs, combined needs assessment, frequent articulation meetings (4);
- Improved communication at all levels (3); and
- I am satisfied that the duplication which exists is not a serious problem (3).

6.6 Implications for State Planning in Vocational Education

The identification of over 170 documents relating to articulation practices in education, and the detailed review of a majority of these documents has provided a portion of the background for the preparation of this product. Exhibits 7.2 and 7.3, following, provide, respectively, the Document Review Log and the Bibliography documents identified in the search. Based upon an extensive study of this background information, it is possible to state a number of implications for state planning in vocational education as follows:

- The prime importance that political/legal structures and policies as well as attitudes play, statewide, regionally and locally, must be recognized in enhancing and inhibiting articulation efforts and practices.

- Since articulation needs vary from locality to locality, due in part to employment opportunity variations, the recognition of local autonomy regarding specific goals and objectives is mandatory. It would appear that statewide leadership should take steps to institutionalize, but not mandate articulation, by formulating state level planning and implementation strategies which encourage local action.

- There appears to be a need in most states to attempt to "operationalize" articulation practices beyond the research/development stages, by providing commitment, coordination and technical assistance throughout the state in planning, implementing and maintaining articulation efforts.

- Since articulation practices are increasingly being viewed as ways to improve the use of resources in education, it appears that now is the time to recognize the need to link all existing resources in order to implement articulation practices and activities throughout the states.

- There appears to be a need and rationale for involving all functional areas of vocational education (i.e., beyond curriculum and instruction) in comprehensive articulation efforts which provide for the management of student transition at both the same and different levels of vocational education.

- There is a need for top-level leadership in both state education agencies and local education agencies to be committed and involved in the planning, implementing and maintaining of articulation efforts.

- In summary, six major ingredients of articulation particularly pertinent for state planners are: 1) interaction; 2) communication; 3) resource utilization (personnel, dollars and materials); 4) information; 5) commitment; and 6) mutual trust. The four elements of the articulation definition are also important to state planners: 1) process; 2) goal/objective(s); 3) outcome(s)/product(s); and 4) attitudes. The operational definition of articulation, characterized as a process, an attitude and a goal will serve as an overall guide for statewide articulation planning in vocational education.

An investigation of the state-of-the-art of articulation in states and outlying areas beyond Illinois, based on a request to all state directors of

vocational education as well as in-person/telephone interviews, makes possible the statement of an additional number of implications for state planning in vocational education:

- There appears to be a need and an interest among states in communicating about or in sharing/networking information and procedures relating to articulation practices and efforts.

- Articulation practices/efforts appear to be implemented and maintained regionally and locally, in response to leadership by the states through planning and encouragement, but with respect for local autonomy. Articulation tends to happen because a state-level agency individual, who is assigned by the state director of vocational education, is responsible for making articulation happen.

- States are considering the establishment of statewide articulation agreements among state agencies, and as they might relate to local agencies through regionalized delivery systems. State advisory committees and subject-matter task forces are also being formed. Regional resource teams to provide technical assistance in articulation practices/activities are also being utilized successfully. The potentials for regional articulation activities in areas of adult education, career education and special needs are also being recognized.

- Articulation practices/activities statewide appear to be established and to continue because states emphasize planning for articulation and assist local education agencies in the implementation and maintenance of articulation practices. Those personnel (e.g. teachers and counselors) who will have responsibility to implement and maintain must be involved in planning as well.

- Many of the states contacted reported that more "teeth" in program approval and evaluation criteria/procedures would enhance articulation and would inhibit duplication of effort. Technical assistance efforts following program approval and evaluation also need emphasis.

- Support for state leadership in the establishment of industry-validated lists appears to be viable and increasing.

- There is a need for state personnel to consider articulation practices/activities at the same level as well as different levels. There is also a need to approach articulation in terms of the four functions in vocational education: curriculum and instruction, student services, program management, and community resources. In addition to curriculum and instruction, the other three functions appear to bear potential statewide, regional and local impacts for increasing articulation practices and activities.

An empirical investigation of the state-of-the-art of articulation in Illinois makes possible the statement of a third group of implications for state planning in vocational education, as follows:

- There appear to be differences in the perceptions of level of articulation participation as reported by types of institutions (high schools,

area vocational centers, community colleges, and state agencies). One type of institution does not perceive its level of articulation participation in the same way as perceived by another type of institution with which it is articulating.

- State agencies appear to view level of involvement in articulation activities differently than do high schools, area vocational centers, and community colleges.

- State-level responsibilities regarding articulation practices/activities are viewed in much the same way as regional responsibilities by vocational educators in Illinois. Local responsibilities are perceived as different from statewide and regional responsibilities. It would appear that local personnel would like to be more heavily involved in the implementation/maintenance of articulation practices/activities (with state support) following involvement in state planning for local articulation activities.

- Project MAVE (Model for Articulated Vocational Education) sites appear to be more highly involved in articulation practices/activities and to have a heightened awareness of potentials for articulation as well as for the reduction of duplication of effort.

- Among the four functions of vocational education, defined in the study's conceptual framework, community resources would appear to be least involved in articulation practices and efforts.

- There appears to be support for the suggestion that the state should take leadership in the development/definition of basic competencies to be taught within all program areas of vocational education.

- It would appear that, according to the perceptions of respondents in high schools, area vocational centers and state agencies, a higher level of participation in articulation activities with community colleges would be desirable. In addition, respondents observed that articulation practices are most readily initiated by the "next higher level" of institutions. Thus, the community colleges might be in a strategic position to initiate articulation practices/activities with the high schools and area vocational centers; area vocational centers are also in a good position to initiate articulation practices/efforts with other educational agencies.

- Among the eight areas of major articulation activities, the area of joint communication was reported highest in participation by all institutions, and was perceived as the area needing the least increase in participation. The areas of joint curriculum design, joint advisory committees, and joint credential/equivalency practices were reported with lowest participation rates, and were all seen as areas needing greater participation.

- There appears to be support for the state to institute statewide and regional articulation committees, particularly in the various program areas.

- Area vocational centers as a group perceive a need for changes in the placement of responsibility for planning, implementing and maintaining articulation efforts, from local to regional and state-level.

- There appears to be a need for more joint regional planning for high schools (particularly those not in an Area Vocational Center area).

- There appears to be an increased need for sharing/networking of information in student services within the state. The Career Guidance Centers appear to be answering this need.

- Those factors which enhance articulation practices/efforts, reported most frequently are: cooperation of all types, communications, qualified key personnel/staff, willingness to improve opportunities for students, guidance, and interest/effort on the local level.

- All groupings of institutions within Illinois tended to perceive some duplication of effort at the present time, and tended to indicate that a slightly lower degree of duplication would be ideal. Regional planning was cited as a major method of accomplishing the elimination of duplication. Many respondents stated that some duplication is desirable (and unavoidable). There is a need for state, regional and local planners to be able to differentiate situations which result in desirable duplication from those which result in non-desirable duplication. In addition, there is continued support to strengthen articulation potentials in statewide program approval and evaluation. There appears a real need to provide technical assistance in articulation procedures, following program approval and evaluation. Regional administrators must have the authority (and exercise it) to fund quality programs, which are really needed, and to avoid duplication whenever possible. Regional planning appears to be the key to accomplishing this end.

Investigations of the state-of-the-art of articulation both in Illinois and beyond, have resulted in providing answers to a number of questions; additional questions for further investigation have also been generated in the process. It is apparent that a high degree of commonality of thinking exists, both within Illinois (statewide, regionally and locally) and beyond regarding aspects and potentials of articulation practices and efforts. The findings reported herein provide the basis for the conclusions and recommendations related to this comprehensive state-of-the-art study.

7.0 EXHIBITS

7.1 Project Abstract, including Conceptual Framework

7.2 Document Review Log

7.3 Bibliography

7.4 Transmittal Letter to State Directors (fifty states and seven outlying areas) from Assistant Superintendent James R. Galloway

7.5 Request for Information from State Directors from Fred C. McCormick

7.6 List of State/Outlying Area Contact Persons for Articulation

7.7 Interview Format for Use with Telephone Contact Persons in States and Outlying Areas

7.8 Letter to Illinois Vocational Educators from Fred C. McCormick

7.9 Objectives and Sampling Strategy: Survey of Articulation Practices and Efforts in Illinois Vocational Education

7.10 Institutions Included in the Survey Sample: Survey of Articulation Practices and Efforts in Illinois Vocational Education

7.11 Tabular Data: Results/Analyses of Survey of Articulation Practices and Efforts in Illinois Vocational Education (Tables A - X)

7.12 Survey Package: Survey of Articulation Practices and Efforts in Illinois Vocational Education

Exhibit 7.1
ABSTRACT

TITLE: A Comprehensive Study of the State-of-the-Art of Articulation Efforts in Vocational Education: Present and Future Implications for the State of Illinois.

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TIMELINE: Through June, 1980

OBJECTIVES:

I. Review, describe, critique and evaluate several variables associated with the practical knowledge/current practices relating to articulation efforts in Illinois and in other states.
II. Determine how articulation is currently defined.
III. Determine where the articulation process is, presently, and what variables appear to support or inhibit articulation activities.
IV. Relate the defined, described and critiqued materials to present Illinois practice, focusing on the degree of duplication of effort, especially between the secondary and post-secondary levels, including the area vocational centers.
V. Suggest future approaches Illinois might take in pursuit of methods by which to plan and coordinate vocational education among the several levels of schooling in the state.

PROCEDURES: Procedures include a delineation of the study's conceptual framework, a literature/materials search and review, surveys of existing and completed articulation efforts, as well as on-site and telephone interviews, both within and beyond Illinois.

CONCEPTUAL FRAMEWORK: An initial working definition of educational articulation is: "A process for coordinating different levels and/or systems of education. The purpose of educational articulation is to enable the learner to make a smooth transition from one level/system to another without experiencing delays, duplication of effort, or loss of credit."

For purposes of this study, the two major types of educational articulation are:

1) articulation at the same educational level:
   a) horizontal (e.g., high school to high school, community college to community college);
   b) vertical (e.g., high school to area vocational center, community college to university);
2) articulation at different educational levels (e.g., high school to community college).

The study will investigate how four major components and associated policies and procedures relate to the facilitation of articulation practices within these two types of educational articulation. The four components are:

- Curriculum and Instruction (including curriculum design as well as teaching personnel, equipment, facilities and materials);
- Student Services (including student record systems, guidance, counseling, placement, and follow-up, as well as services for special populations);
- Program Management (including administrative structures/operations); and
- Community Resources (including involvement of community representatives and utilization of employers, advisory committees and other education and service agencies).

Exhibit 7.2

Title:_____ 112

Author:_____

Date:_____

Location:_____

Definition of Articulation (if any) on reverse side:

1. Type of articulation:(institutions same or different levels)

2. Unique physical factors:

3. Activities by Functionaries:

   a. Curriculum and Instruction:

   b. Student Services:

   c. Program Management/Community Resources:

4. Responsibility for initiating, implementing, and maintaining articulation efforts (statewide, regional, local,no one):

5. Inhibitors of articulation efforts:

6. Enhancers of articulation efforts:

7. Additional items of interest:

Exhibit 7.3

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Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777
217/782-4321

Donald F. Murhead
Chairman

Joseph M. Cronin
State Superintendent of Education

March, 1980

Dear State Director:

Since we are inundated with requests to respond to surveys of all sorts, I have directed one of our activity contractors to conduct a telephone survey seeking input from a sample of states.

The activity is a study of the state-of-the-art of articulation efforts in vocational education and the implications for the state. A major objective of the activity is to study articulation efforts and practices, both within and beyond Illinois, including those factors which support and inhibit articulation. Attached is an abstract which includes a working definition of articulation as well as the conceptual framework of the project. The contractor is Fred McCormick, Educational Operations Concepts, Inc., St. Paul, Minnesota.

Hopefully, you, too, would be interested in the results of such a study and would cooperate by naming a person in your agency as a possible telephone contact. We will make the results of the study available to you.

Thank you in advance for your efforts and interest.

Sincerely,

James R. Galloway
Assistant Superintendent
Adult, Vocational and Technical
Education

Attachments

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Educational Operations Concepts, Inc.

1400 Brompton Saint Paul, Minnesota 55108

March, 1980

TO: State Directors of Vocational Education

FROM: Fred C. McCormick, Ph.D., President

Educational Operations Concepts, Inc. (EOC) is pleased to be performing a Comprehensive State of-the-Art Study of Articulation Efforts in Vocational Education: Present and Future Implications for the State of Illinois . The attached Abstract (particularly the Conceptual Framework portion of it) has been written to provide a working definition of educational articulation and a brief orientation to the study efforts.

We realize that you and the other personnel in your agency are busy, and therefore, we are not asking you to respond to any formal survey or questionnaire. However, your assistance and cooperation in providing us with three readily-available items of information within the next week will help our study efforts and will surely be appreciated. Any study data will be aggregated nationally, and no findings will be reported by state. A summary report of the study will be made available to you during 1980.

REQUEST FOR INFORMATION

Could you please supply the following information:

1) The name of a person (or persons) whom we might call to discuss articulation efforts in your state or territory.

TELEPHONE CONTACT:	ALTERNATE TELEPHONE CONTACT:
NAME: _____	NAME: _____
TITLE/AGENCY: _____	TITLE/AGENCY: _____
_____	_____
ADDRESS: _____	ADDRESS: _____
_____	_____
_____	_____
TELEPHONE: ( ) _____	TELEPHONE: ( ) _____

2) For purposes of this study, a working definition of educational articulation is: *"A process for coordinating different levels and/or systems of education. The purpose of educational articulation is to enable the learner to make a smooth transition from one level/system to another without experiencing delays, duplication of effort, or loss of credit."*
Do you have any alternate definition of articulation reflecting the way in which it is viewed/practiced in your state or territory? If so, please attach.

3) Could you send any materials, guides or other documents which your state/territory has developed or used in articulation efforts that would help us in the study of the state-of-the-art of articulation in Vocational Education? If you plan to send materials, please check: ___

THANK YOU! 124

Please respond within a week in the enclosed, self-addressed stamped envelope.

Exhibit 7.6

STATE/OUTLYING AREA
CONTACT PERSONS FOR ARTICULATION

	CONTACT	ALTERNATE CONTACT
STATES		
Alabama	Henry Stricklen Curriculum Room 802 State Office Building Montgomery, Alabama 36130 (205) 832-3473	James Kendrick Curriculum Coordinator Room 802 State Office Building Montgomery, Alabama 36130 (205) 832-3473
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Exhibit 7.7

INTERVIEW FORMAT FOR USE WITH TELEPHONE CONTACT PERSONS IN STATES AND TERRITORIES

TELEPHONE CONTACT:	ALTERNATE TELEPHONE CONTACT:
NAME: _____	NAME: _____
TITLE/AGENCY: _____	TITLE/AGENCY: _____
_____	_____
ADDRESS: _____	ADDRESS: _____
_____	_____
_____	_____
TELEPHONE: ( ) _____	TELEPHONE: ( ) _____

A. How is the governance of education organized in your state, and what is its relationship to the vocational education delivery system?

B. Articulation Practices/Efforts: Activities Relating to:

1. Joint communication with institutional counterparts (e.g. workshops, meetings, visits, inservice, release time).

2. Joint planning with institutional counterparts (e.g. facilities, programs, equipment, staffing, calendars).

3. Joint curriculum design (e.g. continuum, content, materials, evaluation).

4. Joint student services delivery (e.g. record systems, guidance, counseling, placement, follow-up, needs assessments, special populations).

5. Joint sharing of resources (e.g. facilities, personnel, community resources).

6. Joint credential/equivalency practices (e.g. staff qualifications, student assessment/admissions/program placement).

7. Joint policy/articulation agreements, (e.g. institutional coordination/cooperation, facilities, responsibilities, role/scope, student accessibility).

8. Joint advisory committees (e.g. community representatives, employers, other educational/service agencies).

9. _____
_____

10. _____
_____

11. _____
_____

12. _____
_____

	Same Level	Different Level
Curriculum & Instruction		
Student Services		
Program Management		
Community Resources		

C. Where does Responsibility now lie for Planning, Implementing and Maintaining Articulation Practices/Efforts in your State?

Responsibility: Plans Articulation Practices/Efforts.

	INSTITUTIONS AT SAME LEVELS					INSTITUTIONS AT DIFFERENT LEVELS			
	CURRICULUM & INSTRUCTION	STUDENT SERVICES	PROGRAM MANAGEMENT	COMMUNITY RESOURCES		CURRICULUM & INSTRUCTION	STUDENT SERVICES	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
	1.Statewide	1.Statewide	1.Statewide	1.Statewide		1.Statewide	1.Statewide	1.Statewide	1.Statewide
M	2.Regional	2.Regional	2.Regional	2.Regional	M	2.Regional	2.Regional	2.Regional	2.Regional
O	3.Local	3.Local	3.Local	3.Local	O	3.Local	3.Local	3.Local	3.Local
M	4.No one	4.No one	4.No one	4.No one	M	4.No one	4.No one	4.No one	4.No one
	5.Don't Know	5.Don't Know	5.Don't Know	5.Don't Know		5.Don't Know	5.Don't Know	5.Don't Know	5.Don't Know

Responsibility: Implements Articulation Practices/Efforts

	INSTITUTIONS AT SAME LEVELS					INSTITUTIONS AT DIFFERENT LEVELS			
	CURRICULUM & INSTRUCTION	STUDENT SERVICES	PROGRAM MANAGEMENT	COMMUNITY RESOURCES		CURRICULUM & INSTRUCTION	STUDENT SERVICES	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
	1.Statewide	1.Statewide	1.Statewide	1.Statewide		1.Statewide	1.Statewide	1.Statewide	1.Statewide
M	2.Regional	2.Regional	2.Regional	2.Regional	M	2.Regional	2.Regional	2.Regional	2.Regional
O	3.Local	3.Local	3.Local	3.Local	O	3.Local	3.Local	3.Local	3.Local
M	4.No one	4.No one	4.No one	4.No one	M	4.No one	4.No one	4.No one	4.No one
	5.Don't Know	5.Don't Know	5.Don't Know	5.Don't Know		5.Don't Know	5.Don't Know	5.Don't Know	5.Don't Know

Responsibility: Maintains Articulation Practices/Efforts.

	INSTITUTIONS AT SAME LEVELS					INSTITUTIONS AT DIFFERENT LEVELS			
	CURRICULUM & INSTRUCTION	STUDENT SERVICES	PROGRAM MANAGEMENT	COMMUNITY RESOURCES		CURRICULUM & INSTRUCTION	STUDENT SERVICES	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
	1.Statewide	1.Statewide	1.Statewide	1.Statewide		1.Statewide	1.Statewide	1.Statewide	1.Statewide
M	2.Regional	2.Regional	2.Regional	2.Regional	M	2.Regional	2.Regional	2.Regional	2.Regional
O	3.Local	3.Local	3.Local	3.Local	O	3.Local	3.Local	3.Local	3.Local
M	4.No one	4.No one	4.No one	4.No one	M	4.No one	4.No one	4.No one	4.No one
	5.Don't Know	5.Don't Know	5.Don't Know	5.Don't Know		5.Don't Know	5.Don't Know	5.Don't Know	5.Don't Know

D. How are Planning/Implementing/Maintaining Articulation Practices/ Efforts accomplished in your State?

E. What factors <u>inhibit</u> articulation practices/efforts in your State?

F. What factors <u>enhance</u> articulation practices/efforts in your State?

G. What suggestion(s) do you have for the elimination of duplication of effort?

H. Could you send any materials, guides or other documents which your state/territory has developed or used in articulation efforts that would help us in the study of the state-of-the-art of articulation in Vocational Education?

THANK YOU!

Phone: (612)644-5325

Educational Operations Concepts, Inc.

1400 Brompton Saint Paul, Minnesota 55108

March, 1980

Dear Illinois Vocational Educator:

Educational Operations Concepts, Inc. (EOC) is pleased to be performing a comprehensive State-of-the-Art Study of Articulation Efforts in Vocational Education: Present and Future Implications for the State of Illinois, as an activity for the Department of Adult, Vocational and Technical Education. A major objective of the activity is to study articulation efforts and practices, both within and beyond Illinois, including those factors which support and inhibit articulation. Attached is an abstract which includes a working definition of articulation as well as the conceptual framework of the project. A summary report of the study will be available during 1980.

We realize that you and other personnel in your school or agency are busy; however, your assistance is needed if this study is to provide an accurate description of articulation practices and efforts in all of Illinois. In the near future a survey will be sent to a random sample of local education agencies. Three persons in each of the sample local education agencies who relate to the functions of curriculum and instruction, student services, and program management/community resources will be asked to respond. Your cooperation in coordinating that effort, if contacted, will be vital to the success of the study.

In the meantime, please feel free to contact us with any concerns or inputs to the study. Two items of information we would particularly appreciate receiving are:

- Any alternate definitions of articulation, reflecting the way in which it is viewed/practiced in your school or agency; and
- Any materials, guides or documents which your school/agency has developed or used that would help provide a better understanding of the state-of-the-art of articulation in vocational education in Illinois.

Thank you kindly in advance for your assistance - kindest regards.

Cordially,

Fred C. McCormick

Fred C. McCormick, Ph.D.
President

Exhibit 7.9

Survey of Articulation Practices and Efforts in Illinois Vocational Education

Objectives of Survey

1. To determine where articulation practices and efforts are currently taking place in Illinois vocational education and what factors seem to affect the existence of such efforts.

2. To determine how institutions are engaged/should be engaged in articulation activities as reported according to four functions.

3. To determine the levels (statewide, regional, local) of responsibility for planning, implementing and maintaining articulation practices/efforts.

4. To determine what factors inhibit or enhance articulation practices/efforts.

5. To determine the relative degree of duplication of effort being attached to four functions of vocational education, as perceived both currently and ideally.

Sampling Strategy

Statified and random sampling strategies will be utilized. The Survey Sample will include:

- .All Community Colleges (39 Districts/52 campuses);
- .All Area Vocational Centers (32);
- .One-sixth of all Mental Health State Agencies (Vocational Plan Writers);
- .One-sixth of all Correctional State Agencies (Vocational Plan Writers);
- .One-sixth of all High School Vocational Plan Writers within Area Vocational Center Areas;
- .One-sixth of all High School Vocational Plan Writers outside Area Vocational Center Areas.

Exhibit 7.10

INSTITUTIONS INCLUDED IN THE SURVEY SAMPLE: SURVEY OF ARTICULATION PRACTICES AND EFFORTS IN ILLINOIS VOCATIONAL EDUCATION

Malcolm X College, Chicago
Wilbur Wright College, Chicago
Urban Skills Institute, Chicago
Loop College, Chicago
Olive Harvey College, Chicago
Harry S. Truman College, Chicago
Black Hawk College East, Kewanee
Kennedy-King College, Chicago
Richard J. Daley College, Chicago
City Wide College, Chicago
Quincy Area Vocational Center, Quincy
Sauk Area Career Center, Crestwood
Kaskaskia College, Centralia
Olney Central College, Olney
Wabash Valley College, Mt. Carmel
West Central Illinois Area Vocational Center, Macomb
Decatur Area Vocational Center, Decatur
United Township Area Vocational Center, East Moline
Lincolnland Area Vocational Center, Lincoln
Livingston Area Vocational Center, Pontiac
Pekin Area Vocational Center, Pekin
Black Hawk College, Quad Cities, Moline
Grundy Area Vocational Center, Morris
Frontier Community College, Fairfield
Lincoln Trail College, Robinson
City Colleges of Chicago, Chicago
Illinois Eastern Community Colleges, Olney
Las Casas Occupational High School, Chicago
Lane Technical High School, Chicago
Hyde Park Career Academy, Chicago
Near North Magnet School, Chicago
Mid Valley Area Vocational Center, Maple Park
Okaw Area Vocational Center, Vandalia
Bloomington Area Vocational Center, Bloomington
Department of Corrections School District, Springfield
Community College District 503, Moline
Hubbard High School, Chicago
Galesburg Area Vocational Center, Galesburg
Collinsville Area Vocational Center, Collinsville
Kankakee Area Vocational Center, Bourbonais
Robinson C.U.D., Robinson
Elverado C.U.D. 196, Elkville
Tinley Park Mental Health Center, Tinley Park
Grayslake C.H.S. District 127, Grayslake
Wauconda C.U.S.D. 118, Wauconda
Tilden High School, Chicago
Julian High School, Chicago

Westinghouse Area Vocational High School, Chicago
Morton College, Cicero
Moraine Valley Community College, Palos Hills
Consolidated High School District 230, Palos Hills
Community College District 512, Palatine
Evanston Township High School District 202, Evanston
Elmwood Park C.U.S.D. 401, Elmwood Park
Triton College, River Grove
Thornton Community College, South Holland
Prairie State College, Chicago Heights
Maine Township High School District 207, Park Ridge
Community College District 530, Centerville
Crab Orchard C.U.D. 3, Marion
Oakton Community College, Morton Grove
S.E. Gallatin C.U.S.D. 2, Shawneetown
Kennedy High School, Chicago
Lake View High School, Chicago
Lake County Area Vocational Center, Grayslake
College of Lake County, Grayslake
J.S. Morton High School District 201
Mount Vernon Area Vocational Center, Mount Vernon
Community College District 521, Ina
Goreville Township High School District 71, Goreville
Ambraw Valley Area Vocational Center, Lawrenceville
Lawrence County C.U.D. 20, Lawrenceville
Joppa Community High School District 21, Joppa
Community College District 531, Ullin
Meridian C.U.S.D. 101, Mounds
Carrier Mills-Stonefelt C.U.D. 2, Carrier Mills
Southeast Illinois College, Harrisburg
Roosevelt High School, Chicago
Mather High School, Chicago
Enfield C.U.D. 4, Enfield
Wabash C.U.D. 348, Mt. Carmel
Edwardsville C.U.D. 7, Edwardsville
Community College District 536, Godfrey
Brownstown C.U.D. 201, Brownstown
Beecher City C.U.D. 20, Beecher City
Columbia C.U.D. 4, Columbia
Community College District 522, Belleville
Beck Area Vocational Center, Red Bud
Dupo C.U.D. 196, Dupo
Belleville Township District 201, Belleville
State Community College, East St. Louis
Bond City C.U.D. 2, Greenville
Egyptian C.U.D. 5, Tamms
Mount Auburn C.U.D. 5, Mount Auburn
Edinburg C.U.D. 4, Edinburg
Alton C.U.D. 11, Alton
North Greene C.U.D. 3, Roodhouse
Paxton C.U.D. 2, Paxton

Iroquois County C.U. School District 9, Watseka
Iroquois Area Vocational Center, Watseka
Marda Forsyth C.U.S.D. 2, Marda
Community College District 537, Decatur
VOTEC, Danville
Forest Strawn Wing C.U.S.D. 2, Forrest
Community College District 507, Danville
Rossville-Alvin C.U.S.D. 7, Rossville
Catlin C.U.S.D. 5, Catlin
Jamaica C.U.S.D. 12, Sidell
Atwood Hammond C.U.S.D., Atwood
Olympia C.U.S.D. 16, Stanford
Gridley C.U.S.D. 10, Gridley
Saybrook Arrowsmith C.U. 11, Saybrook
Nauvoo-Colusa C.U.S.D. 325, Nauvoo
Roxana C.U.D. 1, Roxana
Bunker Hill C.U.D. 8, Bunker Hill
Gilman-Danforth C.U.S.D. 2, Gilman
Findley C.U.S.D. 2, Findley
Neoga C.U.S.D. 3, Neoga
Community College District 517, Maltoon
Casey C.U.D. 1C, Casey
Tolono C.U.D. 7, Tolono
Arthur C.U.D. 305, Arthur
Illinois Valley Central Unit District 321, Chillcothe
Griggsville C.U.D. 4, Griggsville
Parkland College, Champaign
St. Joseph Ogden C.H.S.D. 305, St. Joseph
Easton C.U.S.D. 121, Easton
Lincoln Community High School 404, Lincoln
Community College District 518, Galesburg
Macomb C.U.D. 185, Macomb
Illini Bluff C.U.D. 327, Glasford
Westmer C.U.D. 203, Joy
Community College District 525, Joliet
Wilco Area Vocational Center, Romeoville
Glenwood High School, Chatham
Rochester C.U.D. 3, Rochester
Bluff Community Unit School, Bluffs
Community College District 526, Springfield
Capital Area Vocational Center, Springfield
Warren C.U.D. 222, Monmouth
Delevan High School, Delevan
Community College District 514, East Peoria
Union Oquawka C.U.D. 115, Oquawka
Jo Daviess-Carroll Area Vocational Center, Elizabeth
Galena High School, Galena
LaSalle-Peru Area Vocational Center, LaSalle
Community College District 513, Oglesby
Community College District 506, Dixon
LaSalle-Peru Township High School 120, LaSalle

Rochelle Township High School 212, Rochelle
Crete Monee C.U.D. 201U, Crete
Reed Custer C.U.D. 255U, Braidwood
DeKalb Senior High School, DeKalb
Indian Valley Area Vocational Center, Sandwich
Savanna C.U.D. 300, Savanna
Tiskilwa High School, Tiskilwa
Community College District 523, Malta
Shabbona High School, Shabbona
Alwood Junior-Senior High School, Woodhull
Malta High School, Malta
Kewanee High School, Kewanee
Harvard C.U.D. 50, Harvard
Johnsburg C.U.D. 12, McHenry
Cuba Junior Senior High School, Cuba
Stephenson Area Career Center, Freeport
Sterling C.U.D. 5, Sterling
Whiteside Area Vocational Center, Sterling
Rockford Area Vocational Center, Rockford
Community College District 511, Quincy
El Paso High School, El Paso
Durand Junior-Senior High School, Durand
Brown County C.U.D. 1, Mt. Sterling
Avon C.U.D. 176, Avon
Community College District 534, Canton
Community College District 516, Sugar Grove
Dundee C.U. 300, Dundee
Grant Park C.U.D. 6, Grant Park
Community College District 520, Kankakee
Ruce C.U.D. 3, Reddick
Community College District 528, Crystal Lake
Bradford High School, Bradford
Community College District 519, Freeport
Pearl City High School, Pearl City
Joliet Correctional Center, Joliet
Morris Community High School District 101, Morris
Glenbard Township High School District 187, Glen Ellyn
DAVEA, Addison
Community College District 509, Elgin
Central C.U.S.D. 301, Burlington
Lee Center C.U.S.D. 271, Lee Center
Rock Island High School, Rock Island
McFarland Mental Health Center, Springfield
Illinois School for Deaf, Jacksonville
Meyer Mental Health Center, Decatur
Illinois Youth Center, Kankakee
Vandalia Correctional Center, Vandalia
Waukegan Development Center, Waukegan
Logan Correctional Center, Lincoln
Community College District 502, Glen Ellyn

Exhibit 7.11

Tabular Data: Results/Analyses of Survey of Articulation Practices and Efforts in Illinois Vocational Education (Tables A - X)

NOTE: On the Tabular Data which follows, Chi-Square analyses have been performed and percent responses significant at the .01 level are indicated. Chi-Square is a statistic which measures the discrepancy between observed and hypothetical (expected) frequencies. For convenience in writing a formula, we adopt the following symbolism:

X^2 *is Chi-square*

f_i *is the number, or frequency, observed in the* i^{th} *class*

F_i *is the number, or frequency, expected in the* i^{th} *class in accordance with the proportions indicated by the hypothesis.*

Hence: $$X^2 = \frac{(f_i - F_i)^2}{F_i}$$

TABLE A

ARTICULATION ACTIVITIES RELATING TO: JOINT COMMUNICATION
(e.g. WORKSHOPS, MEETINGS, VISITS, INSERVICE, RELEASE TIME).

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In:								
		High School(s)			Area Vocational Center(s)			Community College(s)		
		Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Curriculum	Currently	*86.0	10.5	3.5	*71.0	26.1	2.9	74.4	19.2	6.4
	Should	*94.2	3.8	1.9	*76.6	21.3	2.1	90.9	5.5	3.6
Student Services	Currently	*89.4	9.6	1.1	*80.8	17.8	1.4	81.3	13.7	5.0
	Should	*94.6	3.6	1.8	*85.7	11.9	2.4	95.7	2.2	2.2
Program Management	Currently	*80.3	15.8	3.9	*73.1	17.3	9.6	77.4	16.1	6.5
	Should	*91.3	4.3	4.3	*84.2	5.3	10.5	88.6	6.8	4.5
Community Resources	Currently	*64.2	28.4	7.5	*58.5	24.4	17.1	55.8	30.8	13.5
	Should	*72.9	10.4	16.7	*56.3	21.9	21.9	75.6	17.8	6.7

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In:								
		High School(s)			Area Vocational Center(s)			Community College(s)		
		Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	80.3	17.1	2.6	*79.4	11.1	9.5	66.7	26.7	6.7
	Should	89.8	4.1	6.1	*83.7	9.3	7.0	82.6	15.2	2.2
High Schools Not in an Area Vocational Center	Currently	77.8	12.5	9.7	*30.4	52.2	17.4	70.5	15.9	13.6
	Should	89.6	2.1	8.3	*33.3	47.6	19.0	83.8	8.1	8.1

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

Exhibit 7.11

TABLE B

ARTICULATION ACTIVITIES RELATING TO: JOINT COMMUNICATION
(e.g. WORKSHOPS, MEETINGS, VISITS, INSERVICE, RELEASE TIME).

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools	Currently	*79.1	15.3	5.5	*68.1	20.9	11.0	69.6	21.4	8.9
	Should	*89.4	3.8	6.7	67.7	21.5	10.8	83.7	11.6	4.7
Community Colleges	Currently	*84.6	15.4	0	*69.4	26.4	4.2	84.8	11.4	3.8
	Should	*92.0	2.0	6.0	83.3	8.3	8.3	90.0	4.0	6.0
Area Vocational Centers	Currently	*90.9	7.6	1.5	*93.1	6.9	0	69.4	24.2	6.5
	Should	*97.3	0	2.7	91.9	5.4	2.7	97.7	2.3	0
State Agencies	Currently	*47.1	41.2	11.8	*26.7	60.0	13.3	60.0	25.0	15.0
	Should	*41.7	50.0	8.3	50.0	40.0	10.0	75.0	16.7	8.3

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Yes	Currently	*90.9	9.1	0	77.3	20.5	2.3	78.0	16.0	6.0
	Should	96.8	0	3.2	84.0	12.0	4.0	97.7	0	3.3
No	Currently	*80.7	16.3	1.0	69.7	25.4	4.9	73.9	21.2	4.8
	Should	88.3	6.3	5.5	75.3	18.6	6.2	87.6	9.9	2.5
Don't Know	Currently	*76.6	12.5	10.9	74.0	12.0	14.0	64.8	18.5	16.7
	Should	84.6	7.7	7.7	77.8	5.6	16.7	83.3	5.7	11.1

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE C

ARTICULATION ACTIVITIES RELATING TO: JOINT PLANNING
(e.g. FACILITIES, PROGRAMS, EQUIPMENT, STAFFING, CALENDARS)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Curriculum	Currently	*71.6	27.2	1.2	54.0	41.3	4.8	*58.6	34.3	7.1
	Should	78.9	17.5	3.5	63.3	28.6	8.2	72.7	16.4	10.9
Student Services	Currently	*72.5	26.4	1.1	53.0	45.5	1.5	*58.8	36.8	4.4
	Should	88.3	5.0	6.7	76.5	15.7	7.8	77.4	13.2	9.4
Program Management	Currently	*67.6	28.2	4.2	56.8	34.1	9.1	*50.9	43.6	5.5
	Should	84.6	9.6	5.8	75.6	12.2	12.2	72.3	12.8	14.9
Community Resources	Currently	*43.5	46.8	9.7	35.3	47.1	17.6	*25.5	57.4	17.0
	Should	62.3	24.5	13.2	54.3	22.9	22.9	54.3	28.3	17.4

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	59.7	34.7	5.6	*70.4	16.7	13.0	38.2	50.9	10.9
	Should	73.7	19.3	7.0	*78.8	9.6	11.5	59.2	26.5	14.3
High Schools Not in an Area Vocational Center	Currently	65.7	28.6	5.7	*31.8	50.0	18.2	51.4	32.4	16.2
	Should	80.4	11.8	7.8	*38.1	42.9	19.0	72.5	20.0	7.5

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE D

ARTICULATION ACTIVITIES RELATING TO: JOINT PLANNING
(e.g. FACILITIES, PROGRAMS, EQUIPMENT, STAFFING, CALENDARS)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools	Currently	*61.5	33.3	5.1	*57.5	28.8	13.7	44.2	43.2	12.6
	Should	76.7	15.5	7.8	66.2	20.3	13.5	65.2	23.9	10.9
Community Colleges	Currently	*70.3	29.7	0	*48.4	50.0	1.6	61.1	34.7	4.2
	Should	79.6	11.1	9.3	74.1	14.8	11.1	79.2	11.3	9.4
Area Vocational Centers	Currently	*74.2	25.8	0	*54.7	45.3	0	43.9	52.6	3.5
	Should	90.5	7.1	2.4	66.7	23.1	10.3	65.9	11.4	22.7
State Agencies	Currently	*42.9	35.7	21.4	* 0	81.8	18.2	58.8	29.4	11.8
	Should	54.5	36.4	9.1	60.0	30.0	10.0	76.9	15.4	7.7

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Yes	Currently	78.0	22.0	0	53.8	46.2	0	*64.4	31.1	4.4
	Should	91.7	2.8	5.6	80.0	10.0	10.0	83.3	8.3	8.3
No	Currently	61.8	36.0	2.2	48.4	46.0	5.6	*46.5	48.6	4.9
	Should	76.1	18.3	5.6	64.5	26.2	9.3	65.3	20.2	14.5
Don't Know	Currently	66.1	25.8	8.1	55.8	27.9	16.3	*45.8	33.3	20.8
	Should	78.0	9.8	12.2	71.1	7.9	21.1	71.1	15.8	13.2

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE E

ARTICULATION ACTIVITIES RELATING TO: JOINT CURRICULUM DESIGN
(e.g. SCOPE AND SEQUENCE, CONTENT, MATERIALS, EVALUATION)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Curriculum	Currently	52.6	44.9	2.9	43.5	51.6	4.8	41.2	51.5	7.4
	Should	71.7	25.0	3.3	62.7	33.3	3.9	75.8	17.7	6.5
Student Services	Currently	52.9	46.0	1.1	50.0	46.9	3.1	42.9	49.2	7.9
	Should	75.0	21.7	3.3	77.6	16.3	6.1	72.2	22.2	5.6
Program Management	Currently	49.2	46.0	4.8	44.7	44.7	10.5	44.2	48.1	7.7
	Should	77.2	14.0	8.8	71.4	21.4	7.1	74.0	18.0	8.0
Community Resources	Currently	36.7	50.0	13.3	32.4	51.4	16.2	30.6	51.0	18.4
	Should	60.8	23.5	15.7	50.0	30.6	19.4	68.2	22.7	9.1

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	*46.4	50.7	2.9	*60.0	25.2	14.5	22.6	60.4	17.0
	Should	*62.7	31.4	5.9	*85.4	8.3	6.3	67.9	28.3	3.8
High Schools Not in an Area Vocational Center	Currently	*60.6	28.2	11.3	*18.2	63.6	18.2	23.7	60.5	15.8
	Should	*75.0	9.6	15.4	*45.8	37.5	16.7	64.3	21.4	14.3

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE F

ARTICULATION ACTIVITIES RELATING TO: JOINT CURRICULUM DESIGN
(e.g. SCOPE AND SEQUENCE, CONTENT, MATERIALS, EVALUATION)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools	Currently	*52.9	40.5	6.5	*46.3	39.0	14.6	*24.5	59.6	16.0
	Should	*70.0	20.0	10.0	71.2	17.8	11.0	66.0	24.7	9.3
Community Colleges	Currently	*32.4	66.2	1.5	*37.1	61.3	1.6	*60.0	34.7	5.3
	Should	*58.1	33.9	8.1	61.8	29.1	9.1	81.1	13.2	5.7
Area Vocational Centers	Currently	*64.8	35.2	0	*57.4	42.6	0	*42.6	53.2	4.3
	Should	*97.8	2.2	0	69.0	28.6	2.4	83.7	12.2	4.1
State Agencies	Currently	*21.4	57.1	21.4	*0	81.8	18.2	*29.4	58.8	11.8
	Should	*54.5	36.4	9.1	44.4	44.4	11.1	50.0	41.7	8.3

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Yes	Currently	*54.3	45.7	0	*36.8	63.2	0	*56.1	34.1	9.8
	Should	*82.5	15.0	2.5	71.4	25.0	3.6	88.6	8.6	2.9
No	Currently	*44.3	53.4	2.3	*42.5	51.7	5.8	*33.6	60.7	5.7
	Should	*70.2	24.8	5.0	65.5	28.2	6.4	69.9	24.1	6.0
Don't Know	Currently	*54.2	32.2	13.6	*52.3	29.5	18.2	*41.7	35.4	22.9
	Should	*65.1	16.3	18.6	66.7	15.4	17.9	69.2	15.4	15.4

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE G

ARTICULATION ACTIVITIES RELATING TO: JOINT STUDENT SERVICES DELIVERY (e.g. RECORD SYSTEMS, GUIDANCE, COUNSELING, PLACEMENT, STUDENT ASSESSMENT, FOLLOW-UP, NEEDS ASSESSMENTS, SPECIAL POPULATIONS)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Curriculum	Currently	61.5	35.9	2.6	53.8	41.5	4.6	38.8	53.7	7.5
	Should	70.9	18.2	10.9	47.9	41.7	10.4	57.6	27.1	15.3
Student Services	Currently	65.2	32.6	2.2	54.9	39.4	5.6	47.9	45.2	6.8
	Should	78.7	16.4	4.9	73.9	21.7	4.3	78.8	15.4	5.8
Program Management	Currently	65.3	31.9	2.8	41.9	48.8	9.3	42.0	52.0	6.0
	Should	76.6	12.8	10.6	63.9	25.0	11.1	61.7	23.4	14.9
Community Resources	Currently	41.3	50.8	7.9	40.5	43.2	16.2	28.9	57.8	13.3
	Should	53.1	28.6	18.4	46.9	34.4	18.8	52.3	31.8	15.9

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	55.6	43.1	1.4	*69.5	20.3	10.2	35.8	54.7	9.4
	Should	73.1	17.3	9.6	*82.6	10.9	6.5	67.9	26.4	5.7
High Schools Not in an Area Vocational Center	Currently	70.8	23.6	5.6	*29.2	45.8	25.0	48.7	38.5	12.8
	Should	72.3	17.0	10.6	*30.0	50.0	20.0	64.9	24.3	10.8

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE H

ARTICULATION ACTIVITIES RELATING TO: JOINT STUDENT SERVICES DELIVERY
(e.g. RECORD SYSTEMS, GUIDANCE, COUNSELING, PLACEMENT, STUDENT ASSESSMENT, FOLLOW-UP, NEEDS ASSESSMENTS, SPECIAL POPULATIONS)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools	Currently	62.2	34.6	3.2	*57.5	28.7	13.8	42.7	46.9	10.4
	Should	73.1	17.6	9.3	67.2	22.4	10.4	67.7	24.7	7.5
Community Colleges	Currently	50.0	44.4	5.6	*32.8	60.9	6.3	44.3	48.6	7.1
	Should	62.5	23.2	14.3	51.0	31.4	17.6	64.7	19.6	15.7
Area Vocational Centers	Currently	69.5	30.5	0	*61.1	38.9	0	28.8	67.3	3.8
	Should	84.2	7.9	7.9	61.1	38.9	0	57.4	23.4	19.1
State Agencies	Currently	32.5	50.0	12.5	*25.0	66.7	8.3	44.4	44.4	11.1
	Should	36.4	45.5	18.2	33.3	55.6	11.1	41.7	41.7	16.7

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Yes	Currently	*72.5	27.5	0	*52.4	47.6	0	*42.2	51.1	6.7
	Should	87.5	12.5	0	72.0	24.0	4.0	76.5	17.6	5.9
No	Currently	*54.5	43.2	2.2	*47.3	46.5	6.2	*34.5	61.2	4.3
	Should	67.4	21.0	11.6	54.0	36.0	10.0	59.4	28.1	12.5
Don't Know	Currently	*61.7	30.0	8.3	*52.2	28.3	19.6	*56.0	24.0	20.0
	Should	67.5	17.5	15.0	63.9	19.4	16.7	64.9	16.2	18.9

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE I

ARTICULATION ACTIVITIES RELATING TO: JOINT SHARING OF RESOURCES
(e.g. FACILITIES, PERSONNEL, COMMUNITY RESOURCES)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Curriculum	Currently	64.0	33.3	2.7	56.5	38.7	4.8	56.7	38.8	4.5
	Should	67.8	30.5	1.7	68.8	29.2	2.1	75.0	19.6	5.4
Student Services	Currently	65.6	33.3	1.1	50.0	47.1	2.9	61.6	32.9	5.5
	Should	79.3	13.8	6.9	74.5	17.0	8.5	78.4	13.7	7.8
Program Management	Currently	63.4	33.8	2.8	47.7	45.5	6.8	66.0	30.2	3.8
	Should	82.0	12.0	6.0	71.1	13.2	15.8	80.9	14.9	4.3
Community Resources	Currently	47.6	46.0	6.3	41.0	41.0	17.9	54.2	35.4	10.4
	Should	67.3	19.2	13.5	58.8	20.6	20.6	67.4	26.1	6.5

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	50.0	45.7	4.3	*53.4	32.8	13.8	50.9	39.6	9.4
	Should	69.6	28.6	1.8	*77.8	11.1	11.1	74.0	24.0	2.0
High Schools Not in an Area Vocational Center	Currently	55.9	38.2	5.9	*16.7	66.7	16.7	52.4	40.5	7.1
	Should	73.5	16.3	10.2	*40.9	40.9	18.2	66.7	21.4	11.9

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE J

ARTICULATION ACTIVITIES RELATING TO: JOINT SHARING OF RESOURCES
(e.g. FACILITIES, PERSONNEL, COMMUNITY RESOURCES)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools	Currently	*54.6	40.8	4.6	*45.3	40.7	14.0	53.5	38.4	8.1
	Should	72.3	22.3	5.4	66.2	20.6	13.2	71.3	22.3	6.4
Community Colleges	Currently	*70.7	29.3	0	*60.0	38.5	1.5	66.7	29.2	4.2
	Should	76.4	14.5	9.1	80.0	10.0	10.0	78.8	13.5	7.7
Area Vocational Centers	Currently	*71.2	28.8	0	*49.0	51.0	0	65.5	32.7	1.8
	Should	80.5	12.2	7.3	65.0	27.5	7.5	85.4	12.2	2.4
State Agencies	Currently	*28.6	57.1	14.3	*25.0	58.3	16.7	43.8	43.8	12.5
	Should	50.0	41.7	8.3	50.0	40.0	10.0	64.3	28.6	7.1

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Yes	Currently	70.6	29.4	0	53.5	46.5	0	77.6	20.4	2.0
	Should	86.1	11.1	2.8	92.3	3.8	3.8	87.1	6.5	6.5
No	Currently	59.0	38.8	2.2	46.5	47.2	6.3	52.9	41.4	5.7
	Should	69.7	22.5	7.7	63.6	25.2	11.2	75.6	20.5	3.9
Don't Know	Currently	58.6	34.5	6.9	54.5	29.5	15.9	57.1	32.7	10.2
	Should	76.3	18.4	5.3	69.7	15.2	15.2	66.7	20.5	12.8

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* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE K

ARTICULATION ACTIVITIES RELATING TO: JOINT CREDENTIAL/EQUIVALENCY PRACTICES
(e.g. STAFF QUALIFICATIONS, ADMISSIONS/ADVANCED PROGRAM PLACEMENT)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Curriculum	Currently	40.5	52.7	6.8	39.1	53.1	7.8	32.8	58.2	9.0
	Should	50.0	38.7	11.3	48.9	46.8	4.3	50.8	37.3	11.9
Student Services	Currently	42.7	47.2	10.1	35.9	59.4	4.7	34.8	50.7	14.5
	Should	58.3	26.7	15.0	61.7	31.9	6.4	60.4	26.4	13.2
Program Management	Currently	33.8	52.9	13.2	31.0	59.5	9.5	30.9	56.4	12.7
	Should	53.8	36.5	9.6	50.0	42.5	7.5	55.1	34.7	10.2
Community Resources	Currently	19.3	61.4	19.3	28.6	54.3	17.1	20.0	60.0	20.0
	Should	40.7	42.6	16.7	44.7	34.2	21.1	37.0	43.5	19.6

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	27.1	58.6	14.3	45.6	36.8	17.5	19.0	62.1	19.0
	Should	44.4	48.1	7.4	67.4	21.7	10.9	52.0	40.0	8.0
High Schools Not in an Area Vocational Center	Currently	39.4	39.4	21.1	19.0	61.9	19.0	31.6	52.6	15.8
	Should	39.1	37.0	23.9	31.8	50.0	18.2	46.3	39.0	14.6

* Significant at .01 level.

*1 MAVE (Model for Articulated Vocational Education)

TABLE L

ARTICULATION ACTIVITIES RELATING TO: JOINT CREDENTIAL/EQUIVALENCY PRACTICES
(e.g. STAFF QUALIFICATIONS, ADMISSIONS/ADVANCED PROGRAM PLACEMENT)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	High School(s) No	High School(s) Don't Know	Area Vocational Center(s) Yes	Area Vocational Center(s) No	Area Vocational Center(s) Don't Know	Community College(s) Yes	Community College(s) No	Community College(s) Don't Know
High Schools	Currently	*35.3	48.4	16.3	*40.2	42.7	17.1	24.5	58.2	17.3
	Should	43.9	42.1	14.0	56.5	30.4	13.0	50.5	38.7	10.8
Community Colleges	Currently	*27.5	71.0	1.4	*29.7	68.8	1.6	33.8	57.4	8.8
	Should	50.8	38.1	11.1	45.5	47.3	7.3	54.4	29.8	15.8
Area Vocational Centers	Currently	*48.1	44.4	7.4	*36.7	61.2	2.0	40.7	50.0	9.3
	Should	66.0	19.1	14.9	61.5	35.9	2.6	59.1	27.3	13.6
State Agencies	Currently	*23.1	46.2	30.8	*9.1	72.7	18.2	17.6	58.8	23.5
	Should	50.0	41.7	8.3	20.0	60.0	20.0	14.3	64.3	21.4

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	High School(s) No	High School(s) Don't Know	Area Vocational Center(s) Yes	Area Vocational Center(s) No	Area Vocational Center(s) Don't Know	Community College(s) Yes	Community College(s) No	Community College(s) Don't Know
Yes	Currently	42.6	53.2	4.3	*28.6	69.0	2.4	*39.1	45.7	15.2
	Should	*71.1	28.9	0	*71.4	28.6	0	*69.7	18.2	12.1
No	Currently	31.3	59.7	9.1	*32.5	60.8	6.7	*23.2	67.4	9.4
	Should	*45.0	41.6	13.4	*47.7	45.0	7.3	*45.9	42.2	11.9
Don't Know	Currently	41.4	39.7	19.0	*45.5	34.1	20.5	*42.9	34.7	22.4
	Should	*55.3	26.3	18.4	*50.0	26.5	23.5	*58.3	19.4	22.2

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE M

ARTICULATION ACTIVITIES RELATING TO: JOINT POLICY/ARTICULATION AGREEMENTS
(e.g. INSTITUTIONAL COORDINATION/COOPERATION, FACILITIES, RESPONSIBILITIES, ROLE/SCOPE, STUDENT ACCESSIBILITY)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Curriculum	Currently	*56.8	37.8	5.4	45.2	48.4	6.5	46.3	46.3	7.5
	Should	69.8	25.4	4.8	64.6	33.3	2.1	62.3	24.6	13.1
Student Services	Currently	*71.1	23.3	5.6	53.8	38.5	7.7	61.2	29.9	9.0
	Should	73.2	19.6	7.1	73.3	17.8	8.9	76.0	18.0	6.0
Program Management	Currently	*49.3	42.3	8.5	48.8	39.0	12.2	50.0	40.7	9.3
	Should	64.8	22.2	13.0	72.5	17.5	10.0	65.3	22.4	12.2
Community Resources	Currently	*41.4	44.8	13.8	35.1	45.9	18.9	29.8	57.4	12.8
	Should	60.8	23.8	15.7	55.9	23.5	20.6	52.2	30.4	17.4

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	47.1	45.7	7.1	*61.0	22.0	16.9	27.3	52.7	20.0
	Should	52.9	39.2	7.8	*73.3	20.0	6.7	56.3	33.3	10.4
High Schools Not in an Area Vocational Center	Currently	53.7	28.4	17.9	*19.0	61.9	19.0	37.8	51.4	10.8
	Should	60.4	24.5	15.1	*36.4	45.5	18.2	57.8	26.7	15.6

* Significant at .01 level.
** MAVE (Model for Articulated Vocational Education)

TABLE N

ARTICULATION ACTIVITIES RELATING TO: JOINT POLICY/ARTICULATION AGREEMENTS
(e.g. INSTITUTIONAL COORDINATION/COOPERATION, FACILITIES, RESPONSIBILITIES, ROLE/SCOPE, STUDENT ACCESSIBILITY)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	High School(s) No	High School(s) Don't Know	Area Vocational Center(s) Yes	Area Vocational Center(s) No	Area Vocational Center(s) Don't Know	Community College(s) Yes	Community College(s) No	Community College(s) Don't Know
High Schools	Currently	51.7	36.9	11.4	50.6	32.5	16.9	*33.7	50.5	15.8
	Should	*58.6	30.6	10.8	*61.8	27.9	10.3	58.3	29.2	12.5
Community Colleges	Currently	56.3	40.8	2.8	41.7	51.7	6.7	*64.7	30.9	4.4
	Should	*78.3	11.7	10.0	*78.4	13.7	7.8	77.2	12.3	10.5
Area Vocational Centers	Currently	72.4	24.1	3.4	50.0	48.0	2.0	*53.6	42.9	3.6
	Should	*81.4	11.6	7.0	*72.5	22.5	5.8	68.3	19.5	12.2
State Agencies	Currently	43.8	43.8	12.5	30.8	53.8	15.4	*41.2	47.1	11.8
	Should	*45.5	45.5	9.1	*11.1	55.6	33.3	30.8	53.8	15.4

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	High School(s) No	High School(s) Don't Know	Area Vocational Center(s) Yes	Area Vocational Center(s) No	Area Vocational Center(s) Don't Know	Community College(s) Yes	Community College(s) No	Community College(s) Don't Know
Yes	Currently	*77.6	18.4	4.1	*43.2	51.4	5.4	*59.5	33.3	7.1
	Should	82.9	11.4	5.7	*83.9	12.9	3.2	77.8	13.9	8.3
No	Currently	*50.6	44.9	4.5	*49.6	44.8	5.6	*42.3	51.4	6.3
	Should	65.8	26.0	8.2	*63.8	28.5	7.6	62.0	27.1	10.9
Don't Know	Currently	*59.3	23.7	16.9	*40.9	31.8	27.3	*50.0	29.2	20.8
	Should	60.0	22.5	17.5	*60.0	16.7	23.3	55.3	23.7	21.1

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE O

ARTICULATION ACTIVITIES RELATING TO: JOINT ADVISORY COMMITTEES
(e.g. COMMUNITY REPRESENTATIVES, EMPLOYERS, OTHER EDUCATIONAL SERVICE AGENCIES)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Curriculum	Currently	50.0	48.6	1.4	44.4	49.2	6.3	25.8	69.4	4.8
	Should	65.5	31.0	3.4	52.3	43.2	4.5	50.8	37.3	11.9
Student Services	Currently	50.0	45.5	4.5	38.8	55.2	6.0	37.7	35.1	7.2
	Should	67.2	21.3	11.5	69.6	23.9	6.5	63.6	29.1	7.3
Program Management	Currently	50.7	47.8	1.4	38.1	50.0	11.9	36.4	56.4	7.3
	Should	64.2	28.3	7.5	57.9	31.6	10.5	58.3	29.2	12.5
Community Resources	Currently	44.3	47.5	8.2	34.2	52.6	13.2	27.7	61.7	10.6
	Should	63.0	25.9	11.1	46.9	34.4	18.8	60.9	30.4	8.7

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools in an Area Vocational Center	Currently	50.7	47.9	1.4	47.5	36.1	16.4	20.4	66.7	13.0
	Should	59.6	34.6	5.8	61.4	29.5	9.1	56.0	36.0	8.0
High Schools Not in an Area Vocational Center	Currently	60.0	34.3	5.7	15.0	65.0	20.0	34.2	52.6	13.2
	Should	66.7	23.5	9.8	38.9	38.9	22.2	64.3	26.2	9.5

* Significant at .01 level.
** MAVE (Model for Articulated Vocational Education)

TABLE P

ARTICULATION ACTIVITIES RELATING TO: JOINT ADVISORY COMMITTEES
(e.g. COMMUNITY REPRESENTATIVES, EMPLOYERS, OTHER EDUCATIONAL SERVICE AGENCIES)

Percent Responses

Participation by Personnel in:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
High Schools	Currently	*55.5	41.3	3.2	*38.8	44.7	16.5	29.2	58.3	12.5
	Should	64.5	28.2	7.3	55.6	31.7	12.7	60.6	30.9	8.5
Community Colleges	Currently	*31.3	67.2	1.5	*46.0	50.8	3.2	42.4	54.5	3.0
	Should	61.9	31.7	6.3	70.6	23.5	5.9	60.3	34.5	5.2
Area Vocational Centers	Currently	*59.6	36.8	3.5	*37.3	62.7	0	27.6	70.7	1.7
	Should	78.6	9.5	11.9	51.4	43.2	5.4	53.5	27.9	18.6
State Agencies	Currently	*14.3	64.3	21.4	*16.7	66.7	16.7	21.4	64.3	14.3
	Should	33.3	50.0	16.7	20.0	60.0	20.0	42.9	42.9	14.3

Participation by Personnel in MAVE** Project Sites:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know
Yes	Currently	62.5	37.5	0	*50.0	47.5	2.5	*47.7	50.0	2.3
	Should	86.5	13.5	0	*84.0	16.0	0	*87.5	9.4	3.1
No	Currently	43.1	53.0	3.9	*33.1	60.6	6.3	*23.7	71.2	5.0
	Should	58.7	32.2	9.1	*48.0	45.1	6.9	*50.0	39.4	10.6
Don't Know	Currently	55.4	39.3	5.4	*47.7	31.8	20.5	*42.6	40.4	17.0
	Should	64.3	23.8	11.9	*65.6	9.4	25.0	*63.4	22.0	14.6

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE Q

PRIMARY RESPONSIBILITY FOR PLANNING ARTICULATION PRACTICES AND EFFORTS

Percent Responses

Participation By Personnel In:	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
Curriculum	Now	6.6	11.0	69.2	7.7	5.5	5.1	22.8	51.9	11.4	8.9	10.5	27.9	46.5	8.1	7.0
	Should	5.0	26.2	65.0	2.5	1.2	9.6	32.9	50.7	4.1	2.7	16.2	32.2	42.5	0	5.0
Student Services	Now	13.7	7.4	64.2	8.4	6.3	8.6	13.6	59.8	7.4	11.1	18.0	16.9	43.8	10.1	11.2
	Should	11.1	21.1	65.6	1.1	1.1	16.2	25.7	50.0	2.7	5.4	26.9	30.8	39.7	1.3	1.3
Program Management	Now	10.3	3.8	67.9	11.5	6.4	19.7	4.9	57.4	8.2	9.8	16.7	19.2	47.4	10.3	6.4
	Should	2.8	22.2	70.8	1.4	2.8	20.8	9.4	60.4	0	9.4	17.1	25.7	52.9	0	4.3
Community Resources	Now	1.5	5.9	72.1	11.8	8.8	10.3	6.9	51.7	17.2	13.8	9.7	19.4	48.6	13.9	8.3
	Should	0	20.6	74.6	1.6	3.2	11.8	11.8	58.8	2.0	15.7	12.5	26.6	57.8	0	3.1

Participation By Personnel In:	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
High Schools in an Area Vocational Center	Now	15.1	5.5	60.3	12.3	6.8	*13.2	11.8	64.5	2.6	7.9	12.0	17.3	45.3	14.7	10.7
	Should	3.4	23.7	71.2	0	1.7	*9.7	16.1	71.0	0	3.2	11.1	31.7	50.8	0	6.3
High Schools Not in an Area Vocational Center	Now	10.6	13.6	59.1	6.1	10.6	*6.1	12.2	32.7	18.4	30.6	3.2	27.0	50.8	4.8	14.3
	Should	1.6	23.0	72.1	3.3	0	*15.6	33.3	31.1	2.2	17.8	12.9	37.1	46.8	0	3.2

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE R

PRIMARY RESPONSIBILITY FOR PLANNING ARTICULATION PRACTICES AND EFFORTS

Percent Responses

Participation By Personnel In:	Now/ Should be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know
High Schools	Now	11.9	8.6	60.9	8.6	9.3	*10.2	12.6	51.2	8.7	17.3	*9.1	22.4	46.7	9.8	12.6
	Should	*2.3	21.4	72.5	1.5	2.3	*12.0	24.1	53.7	0.9	9.3	*13.2	34.9	47.3	0	4.7
Community Colleges	Now	4.3	5.4	76.1	9.8	4.3	*2.4	11.9	65.5	13.1	7.1	*28.6	16.7	45.2	4.8	4.8
	Should	*8.1	11.6	77.9	1.2	1.2	*5.1	21.5	65.8	2.5	5.1	*31.1	17.6	50.0	0	1.4
Area Vocational Centers	Now	5.5	8.2	76.7	8.2	1.4	*26.4	15.1	50.9	5.7	1.9	*7.8	23.4	48.1	15.6	5.2
	Should	*8.5	43.7	46.5	0	1.4	*39.6	20.8	29.2	2.1	8.3	*20.0	40.0	37.1	0	2.9
State Agencies	Now	11.8	0	52.9	23.5	11.8	*0	12.5	50.0	31.3	6.1	*9.1	18.2	50.0	18.2	4.5
	Should	*0	0	82.4	11.8	5.9	*0	6.3	75.0	12.5	6.3	*0	10.5	78.9	5.3	5.3

Participation by Personnel in MAVE** Project Sites	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know
Yes	Now	*0	7.5	83.0	9.4	0	*9.5	14.3	69.0	7.1	0	*10.9	29.1	54.5	3.6	1.8
	Should	1.9	22.6	79.5	0	0	8.1	18.9	70.3	2.7	0	19.2	36.5	42.3	0	1.9
No	Now	*8.9	4.9	72.4	9.9	3.9	*12.4	10.6	57.1	11.8	8.2	*14.4	16.4	50.8	12.3	6.2
	Should	4.9	20.7	70.1	2.7	1.6	16.9	18.8	53.9	2.6	7.8	15.4	28.0	52.0	0.6	4.0
Don't Know	Now	*13.2	11.8	45.6	10.3	19.1	*6.3	19.9	42.9	11.1	23.8	*15.9	24.6	29.0	11.6	18.8
	Should	10.0	26.7	58.3	0	5.0	12.7	29.1	43.6	1.8	12.7	27.6	31.0	37.9	0	3.4

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE S

PRIMARY RESPONSIBILITY FOR IMPLEMENTING ARTICULATION PRACTICES AND EFFORTS

Percent Responses

Participation By Personnel In:	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know
Curriculum	Now	7.9	3.4	76.4	9.0	3.4	5.0	13.7	61.2	12.5	7.5	8.0	21.8	54.0	8.0	8.0
	Should	8.9	15.2	70.9	2.5	2.5	11.1	23.6	56.9	5.6	2.8	12.7	29.1	51.9	0	6.3
Student Services	Now	9.7	6.9	74.2	6.2	3.2	7.6	17.7	57.0	8.9	8.9	13.5	20.2	49.4	9.0	7.9
	Should	6.7	16.9	73.0	1.1	2.2	12.2	24.3	56.8	1.4	5.4	21.5	30.4	46.8	1.3	0
Program Management	Now	6.5	2.6	71.4	11.7	7.8	13.6	5.1	59.3	10.2	11.9	10.3	15.4	55.1	9.0	10.3
	Should	1.5	22.4	73.1	1.5	1.5	15.4	15.4	59.6	0	9.6	7.7	32.3	52.3	1.5	6.2
Community Resources	Now	3.0	4.5	71.6	13.4	7.5	5.4	5.4	58.9	16.1	14.3	5.6	16.7	59.7	8.3	9.7
	Should	1.7	22.0	72.9	1.7	1.7	8.0	18.0	58.0	2.0	14.0	6.7	33.3	53.3	0	6.7

Participation By Personnel In:	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know	State-wide	Regional	Local	No One	Don't Know
High Schools in an Area Vocational Center	Now	16.9	11.3	56.3	9.9	5.6	*10.7	13.3	68.0	1.3	6.7	7.9	21.1	50.0	9.2	11.8
	Should	5.5	23.6	69.1	0	1.8	7.0	22.8	66.7	0	3.5	8.6	25.9	55.2	1.7	8.6
High Schools Not in an Area Vocational Center	Now	9.5	3.2	66.7	9.5	11.1	*0	14.0	30.0	28.0	28.0	0	20.3	59.4	3.1	17.2
	Should	6.7	20.0	70.0	3.3	0	6.1	28.6	44.9	4.1	16.3	4.8	46.8	43.5	0	4.8

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE T

PRIMARY RESPONSIBILITY FOR IMPLEMENTING ARTICULATION PRACTICES AND EFFORTS

Percent Responses

Participation By Personnel In:	Now/ Should be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
High Schools	Now	*12.3	6.8	62.3	8.9	9.6	*6.3	13.4	52.8	11.8	15.7	*4.1	21.4	53.8	6.2	14.5
	Should	*5.6	19.8	70.6	1.6	2.4	*6.5	25.2	57.0	1.9	9.3	*6.5	37.1	49.2	.8	6.5
Community Colleges	Now	*3.3	1.1	84.8	8.7	2.2	*3.7	7.3	69.5	12.2	7.3	*25.3	18.1	50.6	3.6	2.4
	Should	*6.0	8.3	83.3	1.2	1.2	*6.5	14.3	71.4	1.3	6.5	*23.6	18.1	56.9	0	1.4
Area Vocational Centers	Now	*1.4	4.1	84.9	9.6	0	*20.0	14.0	56.0	8.0	2.0	*2.6	15.6	61.0	14.3	6.5
	Should	*4.4	32.4	61.8	0	1.5	*35.4	27.1	31.3	2.1	4.2	*16.2	41.2	38.2	0	4.4
State Agencies	Now	*6.3	0	62.5	25.0	6.3	*0	6.3	68.8	18.8	6.3	*9.1	13.6	50.0	22.7	4.5
	Should	*0	6.3	75.0	12.5	6.3	*0	6.3	75.0	12.5	6.3	*0	5.3	84.2	5.3	5.3

Participation by Personnel in MAVE** Project Sites	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
Yes	Now	*0	3.8	88.7	7.5	0	*2.5	12.5	75.0	10.0	0	*5.4	23.2	67.9	1.8	1.8
	Should	5.9	21.6	72.5	0	0	10.8	24.3	62.2	2.7	0	16.7	20.8	68.4	0	2.1
No	Now	*5.5	3.5	77.6	10.4	3.0	*10.1	10.7	60.4	11.8	7.1	*10.3	13.9	57.7	11.3	6.7
	Should	4.5	14.8	75.6	2.8	2.3	14.1	18.8	57.7	2.7	6.7	12.5	27.4	53.6	1.4	5.4
Don't Know	Now	*17.2	6.3	50.0	10.9	15.6	*5.0	10.0	46.7	13.3	25.0	*11.6	24.6	36.2	7.2	20.3
	Should	6.8	23.7	66.1	0	3.4	7.1	23.2	53.8	1.8	14.3	11.9	42.4	40.7	0	5.1

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* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE U

PRIMARY RESPONSIBILITY FOR MAINTAINING ARTICULATION PRACTICES AND EFFORTS

Percent Responses

Participation By Personnel In:	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
Curriculum	Now	8.0	4.6	74.7	10.3	2.9	6.3	17.7	57.0	11.4	7.6	9.4	21.2	57.6	4.7	7.1
	Should	8.9	12.7	73.4	2.5	2.5	11.1	18.1	59.7	4.2	6.9	11.2	27.5	56.3	0	5.0
Student Services	Now	7.5	9.7	71.0	6.5	5.4	7.6	12.7	57.0	7.6	15.2	11.5	17.2	51.7	10.3	9.2
	Should	9.0	18.0	69.7	1.1	2.2	9.5	24.3	59.5	1.4	5.4	18.8	23.8	55.0	1.2	1.2
Program Management	Now	9.1	7.8	66.2	9.1	7.8	18.3	5.0	56.7	8.3	11.7	11.5	15.4	57.7	9.0	6.4
	Should	2.9	26.1	69.6	0	1.4	17.0	15.1	56.6	0	11.3	10.3	25.0	60.3	0	4.4
Community Resources	Now	4.4	8.8	66.2	11.8	8.6	8.5	6.8	57.6	13.6	13.6	5.6	16.7	59.7	9.7	8.3
	Should	1.6	24.6	72.1	0	1.6	9.6	15.4	57.7	1.9	15.4	16.2	20.5	61.9	0	4.8

Participation By Personnel In:	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
High Schools in an Area Vocational Center	Now	14.1	9.9	60.6	7.0	8.5	*13.3	14.7	62.7	1.3	8.0	7.9	19.7	52.6	7.9	11.8
	Should	5.1	23.7	67.8	0	3.4	*9.8	16.4	70.5	0	3.3	6.5	27.4	61.3	0	4.8
High Schools Not in an Area Vocational Center	Now	7.9	12.7	60.3	7.9	11.1	*0	10.0	34.0	22.0	34.0	0	26.6	56.3	1.6	15.6
	Should	10.0	30.0	60.0	0	0	*10.2	20.4	40.8	2.0	26.5	6.5	25.8	58.1	0	9.7

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE V

PRIMARY RESPONSIBILITY FOR MAINTAINING ARTICULATION PRACTICES AND EFFORTS

Percent Responses

Participation By Personnel In:	Now/ Should be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
High Schools	Now	*10.3	11.0	61.4	6.9	10.3	*7.9	12.7	51.6	9.5	18.3	*4.2	22.9	54.9	4.9	13.2
	Should	*6.9	24.6	65.4	0	3.1	*9.9	18.0	57.7	0.9	13.5	*6.3	26.6	60.2	0	7.0
Community Colleges	Now	*5.4	2.2	81.7	9.7	1.1	*6.0	8.3	66.7	11.9	7.1	*25.6	17.1	52.4	3.7	1.2
	Should	*4.8	8.3	85.7	1.2	0	*3.9	18.4	69.7	1.3	6.6	*20.5	20.5	58.9	0	0
Area Vocational Centers	Now	*4.2	9.7	73.6	9.7	2.8	*23.1	13.5	51.9	5.8	5.8	*5.3	12.0	60.0	17.3	5.3
	Should	*7.4	29.4	61.8	0	1.5	*31.3	27.1	35.4	2.1	4.2	*28.6	32.4	45.6	0	1.5
State Agencies	Now	*6.3	0	62.5	25.0	6.3	*0	6.3	68.8	18.8	6.3	*0	4.5	72.7	18.2	4.5
	Should	*0	0	81.3	12.5	6.3	*0	0	81.3	12.5	6.3	*0	9.1	81.8	4.5	4.5

Participation by Personnel in MAVE** Project Sites	Now/ Should Be	With High School(s)					With Area Vocational Center(s)					With Community College(s)				
		Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know	Statewide	Regional	Local	No One	Don't Know
Yes	Now	*5.7	7.5	75.5	11.3	0	14.3	14.3	61.9	9.5	0	*8.9	21.4	64.3	3.6	1.8
	Should	4.1	18.4	77.5	0	0	8.6	34.3	54.3	2.9	0	18.8	20.8	58.3	0	2.1
No	Now	*5.5	5.5	75.0	9.0	5.0	9.5	8.9	60.7	10.7	10.1	*9.9	12.0	60.9	11.5	5.7
	Should	5.6	16.1	75.0	1.7	1.7	13.2	14.5	61.8	2.0	8.6	10.9	23.4	61.7	0.6	3.4
Don't Know	Now	*14.1	12.5	51.6	9.4	12.5	8.1	14.5	43.5	9.7	24.2	*10.4	26.9	40.3	4.5	17.9
	Should	9.8	26.2	60.7	0	3.3	10.3	17.2	53.4	1.7	17.2	13.3	30.0	50.0	0	6.7

* Significant at .01 level.

** MAVE (Model for Articulated Vocational Education)

TABLE W

DEGREE OF DUPLICATION OF EFFORT

Percent Responses

By Personnel Participating In:	Current/ Ideal	With High Schools			With Area Vocational Centers			With Community Colleges		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
Curriculum	Current	55.7	31.6	12.7	50.0	41.9	8.1	46.8	43.0	10.1
	Ideal	67.5	22.1	10.4	69.9	24.7	5.5	69.2	23.1	7.7
Student Services	Current	51.1	37.5	11.4	53.5	32.4	14.1	65.9	25.6	8.5
	Ideal	62.8	24.4	12.8	50.7	39.1	10.1	65.4	24.7	9.9
Program Management	Current	61.4	31.4	7.1	59.2	30.6	10.2	54.9	33.8	11.3
	Ideal	70.3	20.3	9.4	60.8	35.3	3.9	64.7	27.9	7.4
Community Resources	Current	54.0	39.7	6.3	67.4	21.7	10.9	47.8	40.6	11.6
	Ideal	67.8	23.7	8.5	61.7	31.9	6.4	61.2	32.8	6.0

By Personnel Participating In:	Current/ Ideal	With High Schools			With Area Vocational Centers			With Community Colleges		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
High Schools	Current	48.7	39.5	11.8	54.2	35.5	10.3	56.1	37.1	6.8
	Ideal	58.7	23.9	17.4	*59.8	36.4	3.7	65.9	28.7	5.4
Community Colleges	Current	69.2	26.4	4.4	58.2	34.2	7.6	46.7	41.3	12.0
	Ideal	70.8	24.7	4.3	*63.6	32.5	3.9	65.8	20.5	13.7
Area Vocational Centers	Current	48.0	37.3	14.7	48.7	28.2	23.1	53.4	30.1	16.4
	Ideal	72.6	17.8	9.6	*51.2	26.8	22.0	60.6	33.8	5.6
State Agencies	Current	62.5	37.5	0	81.3	18.3	0	72.7	22.7	4.5
	Ideal	75.0	25.0	0	*81.3	18.8	0	77.3	13.6	9.1

* Significant at .01 level.

TABLE X

DEGREE OF DUPLICATION OF EFFORT

Percent Responses

By Personnel in Institutions of:	Current/ Ideal	With High Schools			With Area Vocational Centers			With Community Colleges		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
1 - 499 Students	Current	50.5	37.9	11.6	56.6	30.1	13.3	54.3	34.0	11.7
	Ideal	70.0	14.4	15.6	59.5	29.8	10.7	68.8	22.6	8.6
500 - 2,000 Students	Current	51.4	38.7	9.9	53.7	35.4	11.0	58.5	32.2	9.3
	Ideal	62.0	28.7	9.3	55.4	38.6	6.0	60.3	33.6	6.0
Over 2,000 Students	Current	66.0	26.6	7.4	60.0	33.3	6.7	48.9	41.1	10.0
	Ideal	69.3	23.9	6.8	68.5	28.8	2.7	68.6	22.1	9.3

By Personnel in:	Current/ Ideal	With High Schools			With Area Vocational Centers			With Community Colleges		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
High Schools in an Area Vocational Center	Current	60.3	32.8	6.9	47.7	41.5	10.8	*77.3	18.2	4.5
	Ideal	65.5	27.3	7.3	66.7	31.8	1.5	*77.3	21.2	1.5
High Schools Not in an Area Vocational Center	Current	41.5	47.2	11.3	65.0	25.0	10.0	*35.5	56.5	8.1
	Ideal	53.2	21.3	25.5	50.0	42.5	7.5	*52.5	39.0	8.5

By Personnel Participating in a MAVE** Project Site	Current/ Ideal	With High Schools			With Area Vocational Centers			With Community Colleges		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
Yes	Current	51.9	35.2	13.0	44.7	36.8	18.4	48.3	39.7	12.1
	Ideal	71.2	17.3	11.5	*61.1	19.4	19.4	67.9	28.6	3.6
No	Current	54.3	37.0	8.7	56.1	35.1	8.8	53.6	34.6	11.7
	Ideal	69.7	22.3	8.0	*63.8	34.2	2.0	65.7	26.2	8.1
Don't Know	Current	61.0	28.8	10.2	62.7	25.5	11.8	60.7	34.4	4.9
	Ideal	55.4	28.6	16.1	*52.8	35.8	11.3	63.5	27.0	9.5

* Significant at .01 level.

**MAVE (Model for Articulated Vocational Education)

Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777
217/782-4321

Donald F. Muirheid
Chairman

Joseph M. Cronin
State Superintendent of Education

April, 1980

Dear Illinois Vocational Educator:

One of our major Program Improvement Projects during the current year is a Comprehensive Study of the State-of-the-Art of Articulation Efforts in Vocational Education: Present and Future Implications for the State of Illinois. The contractor is Educational Operations Concepts, Inc. (EOC) and the project director is Dr. Fred C. McCormick, President of EOC. A major objective of the activity is to study articulation practices, both within and beyond Illinois, including those factors which support and inhibit articulation. We have conducted a survey in the majority of other states and now would like to obtain information from local programs in Illinois. We would like to use your vocational education program as part of a statewide sample. Consequently individual districts will not be identified assuring local anonymity.

Your cooperation in responding to the contractor's survey will be appreciated, and results of the study will be made available to you. This effort will assist us in providing directions as to what we could do to help local programs. Thank you in advance for your efforts and interest.

Sincerely,

James R. Galloway
Assistant Superintendent
Adult, Vocational and Technical Education

188 West Randolph
Chicago, Illinois 60601
312/793-2220

State Office Building
401 North 18th
Mt. Vernon, Illinois 62864
618/242-1676

Post Office Box 625
DeKalb, Illinois 60115
815/753-0251

200 South Fredrick Street
Rantoul, Illinois 61866
217/333-6770

An Equal Opportunity Employer

Phone: (612)644-5325

Educational Operations Concepts, Inc.

1400 Brompton Saint Paul, Minnesota 55108

April 1980

Dear Illinois Vocational Educator:

Your help is needed. You are being asked to complete this survey because your major responsibility is in one of the major functional areas within your institution or agency. The purpose of this survey is to gather information related to articulation practices and efforts in Illinois vocational education. It is one of the activities in the performance of a Comprehensive State-of-the-Art Study of Articu tion Efforts in Vocational Education: Present and Future Implications for the State of Illinois.

The survey has been designed to investigate how policies and procedures within the major functional areas relate to the facilitation of articulation practices. The functional areas are:

- Curriculum and Instruction (including curriculum design as well as teaching personnel, equipment, facilities and materials);
- Student Services (including student record systems, guidance, counseling, placement, and follow-up, as well as services for special population);
- Program Management (including administrative structures/operations; and
- Community Resources (including involvement of community representatives and utilization of employers, advisory committees and other education and service agencies).

Pilot testing has indicated that the average time for completion of the survey is about 15 minutes. Any study data will be combined statewide insuring your anonymity as a respondent. Your completing this survey and returning it in the enclosed stamped, pre-addressed envelope within three days will be a major contribution to the Study. Thank you for your time and cooperation.

Cordially,

Fred C. McCormick

Fred C. McCormick, Ph.D.
President

April, 1980 *Response Code: - - -(2-4)*

SURVEY OF ARTICULATION PRACTICES AND EFFORTS IN ILLINOIS VOCATIONAL EDUCATION

FUNCTIONAL AREA: CURRICULUM AND INSTRUCTION

PART A: BACKGROUND INFORMATION

Instructions: The following section is designed to gather background information relative to your institution or agency. Please provide the information requested if the item is applicable.

1. In what type of institution or agency do you work? (Check only one.)

Secondary District	☐ 1	
Community College	☐ 2	
Area Vocational Center	☐ 3	
Unit District	☐ 4	*(6)*
State Agency	☐ 5	
Other	☐ 6	
Please specify _____		

2. What is your job title? _____

3. What is the size of your institution?

1 - 499 Students	☐ 1	
500 - 2000 Students	☐ 2	*(7)*
Over 2000 Students	☐ 3	

4. (a) If your institution is a Secondary District or Unit District:

Is it in an Area Vocational Center area?	Yes ☐	No ☐	*(8)*
Is it in a Community College District?	Yes ☐	No ☐	*(9)*

(b) If your institution is an Area Vocational Center:

Is it in a Community College District?	Yes ☐	No ☐	*(10)*
How many secondary/unit districts does it encompass?	_____		*(11-12)*

(c) If your institution is a Community College:

How many secondary/unit districts does it encompass?	_____	*(13-14)*
How many Area Vocational Centers does it encompass?	_____	*(15-16)*

5. Has your institution participated as a MAVE (Model for Articulated Vocational Education) Project Site?

Yes ☐ No ☐ Don't Know ☐ *(17)*

PART B: ARTICULATION ACTIVITIES

Instructions: This section asks two questions:

* Are Curriculum and Instruction personnel in your institution currently participating in certain articulation activities with other institutions?
* Do you think Curriculum and Instruction personnel in your institution should be participating in certain articulation activities with other institutions?

For each activity, please check the appropriate boxes in the table below. Feel free to add other activities.

Participation by Curriculum and Instruction Personnel:

Articulation Activities Relating to:	Currently Participating/Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know	
1.Joint Communication (e.g. workshops, meetings, visits, inservice release time).	Currently										(18 34 50)
	Should										(19 35 51)
2.Joint planning (e.g. facilities, programs, equipment, staffing, calendars).	Currently										(20 36 52)
	Should										(21 37 53)
3.Joint curriculum design (e.g. scope and sequence, content, materials, evaluation).	Currently										(22 38 54)
	Should										(23 39 55)
4.Joint student services delivery (e.g. record systems, guidance, counseling, placement, student assessment, follow-up, needs assessments, special populations).	Currently										(24 40 56)
	Should										(25 41 57)
5.Joint sharing of resources (e.g. facilities, personnel, community resources).	Currently										(26 42 58)
	Should										(27 43 59)
6.Joint credential/equivalency practices (e.g. staff qualifications, admissions/advanced program placement).	Currently										(28 44 60)
	Should										(29 45 61)
7.Joint policy/articulation agreements (e.g. institutional coordination/cooperation, facilities, responsibilities, role/scope, student accessibility).	Currently										(30 46 62)
	Should										(31 47 63)
8.Joint advisory committees (e.g. community representatives, employers, other educational service agencies).	Currently										(32 48 64)
	Should										(33 49 65)
9.	Currently										
	Should										
10.	Currently										
	Should										

PART C: RESPONSIBILITY FOR PLANNING, IMPLEMENTING & MAINTAINING ARTICULATION PRACTICES/EFFORTS

Instructions: This section also asks two questions:

At what level (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts in Curriculum and Instruction rests now?

At what level (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts in Curriculum and Instruction should rest?

The two questions relate to articulation practices and efforts in general between your type of institutions and High Schools, Area Vocational Centers, and Community Colleges. Please circle one number in each "now" and "should" box. (The "now" and the "should" responses may be identical.)
Response categories are as follows:

Statewide = E.g., General Assembly, State Board of Education (including Department of Adult, Vocational and Technical Education), Illinois Community College Board, State Board of Higher Education.

Regional = E.g., Educational Service Regions, Regional Vocational Directors, Regional Centers (Program Service Teams, Career Guidance Centers, Adult Education Teams).

Local = E.g., Local Boards of Education, Superintendents, Principals, Instructional Staff, Student Services Staff, Consultants.

1. Primary Responsibility for Planning Articulation Practices and Efforts.

Between Your Type of Institution and High Schools		Between Your Type of Institution and Area Vocational Centers		Between Your Type of Institution and Community Colleges		
CURRICULUM & INSTRUCTION		CURRICULUM & INSTRUCTION		CURRICULUM & INSTRUCTION		
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	(38 40 42)
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	(44 46 48)

2. Primary Responsibility for Implementing Articulation Practices and Efforts.

Between Your Type of Institution and High Schools		Between Your Type of Institution and Area Vocational Centers		Between Your Type of Institution and Community Colleges		
CURRICULUM & INSTRUCTION		CURRICULUM & INSTRUCTION		CURRICULUM & INSTRUCTION		
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	(50 52 54)
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	(56 58 60)

3. Primary Responsibility for Maintaining Articulation Practices and Efforts.

Between Your Type of Institution and High Schools		Between Your Type of Institution and Area Vocational Centers		Between Your Type of Institution and Community Colleges		
CURRICULUM & INSTRUCTION		CURRICULUM & INSTRUCTION		CURRICULUM & INSTRUCTION		
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	(62 64 65)
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	(68 70 72)

PART D: ARTICULATION ENHANCERS/INHIBITORS AND DUPLICATION OF EFFORT

Instructions: Complete the following items if they apply to your institution/agency.

1. Does your institution have agreements with other educational institutions for vocational articulation, and if so, what type are they? (Check all that apply.)

Formal (documented)	☐ 1	(74)
Informal (personal)	☐ 2	(75)
Have None	☐ 3	(76)

2. If agreements exist, what is their scope? (Check only one.)

All Programs	☐ 1	
Specific Programs	☐ 2	(77)
Please specify _____		

3. If agreements exist, what is their substance? (E.g., credit transfer, proficiency examinations, placement, etc.) _____

4. What do you think are the factors that enhance Curruculum and Instruction articulation efforts in your institution? _____

5. What do you think are the factors that inhibit Curriculum and Instruction articulation efforts in your institution? _____

6. Please indicate the relative degree of duplication of effort you believe exists within Curriculum and Instruction between your type of institution and High Schools, Area Vocational Centers, and Community Colleges. Circle the appropriate number in both the current and the ideal columns. (The "current" and the "ideal" degrees of duplication of effort may or may not be identical.)

CURRENT Degree of Duplication of Effort			Duplication of Effort Between your Type of Institution and:	IDEAL Degree of Duplication of Effort			
High	Medium	Low		High	Medium	Low	
3	2	1	High Schools	3	2	1	(78) (8)
3	2	1	Area Vocational Centers	3	2	1	(80)(10)
3	2	1	Community Colleges	3	2	1	(6)(12)

7. In your institution's articulation efforts within Curriculum and Instruction, what suggestion(s) do you have for the elimination of duplication of effort (if you believe such elimination is desirable)? _____

THANK YOU!!

Please return in the stamped, self-addressed envelope to:

Educational Operations Concepts, Inc.
1400 Brompton
Saint Paul, Minnesota 55108
(612) 644-5325

April, 1980 *Response Code: - - - (2-4)*

SURVEY OF ARTICULATION PRACTICES AND EFFORTS IN ILLINOIS VOCATIONAL EDUCATION

FUNCTIONAL AREA: STUDENT SERVICES

PART A: BACKGROUND INFORMATION

Instructions: The following section is designed to gather background information relative to your institution or agency. Please provide the information requested if the item is applicable.

1. In what type of institution or agency do you work? (Check only one.)

Secondary District	☐ 1	
Community College	☐ 2	
Area Vocational Center	☐ 3	
Unit District	☐ 4	*(6)*
State Agency	☐ 5	
Other	☐ 6	
Please specify _____		

2. What is your job title? _____

3. What is the size of your institution?

1 - 499 Students	☐ 1	
500 - 2000 Students	☐ 2	*(7)*
Over 2000 Students	☐ 3	

4. (a) If your institution is a Secondary District or Unit District:

Is it in an Area Vocational Center area?	Yes ☐ No ☐	*(8)*
Is it in a Community College District?	Yes ☐ No ☐	*(9)*

(b) If your institution is an Area Vocational Center:

Is it in a Community College District?	Yes ☐ No ☐	*(10)*
How many secondary/unit districts does it encompass?	_____	*(11-12)*

(c) If your institution is a Community College:

How many secondary/unit districts does it encompass?	_____	*(13-14)*
How many Area Vocational Centers does it encompass?	_____	*(15-16)*

5. Has your institution participated as a MAVE (Model for Articulated Vocational Education) Project Site?

Yes ☐ No ☐ Don't Know ☐ *(17)*

PART B: ARTICULATION ACTIVITIES

Instructions: This section asks two questions:

* Are Student Services personnel in your institution currently participating in certain articulation activities with other institutions?
* Do you think Student Services personnel in your institution should be participating in certain articulation activities with other institutions?

For each activity, please check the appropriate boxes in the table below. Feel free to add other activities.

Participation by Student Services Personnel:

Articulation Activities Relating to:	Currently Participating/Should Be Participating	With Personnel In: High School(s) Yes	High School(s) No	High School(s) Don't Know	Area Vocational Center(s) Yes	Area Vocational Center(s) No	Area Vocational Center(s) Don't Know	Community College(s) Yes	Community College(s) No	Community College(s) Don't Know	
1. Joint communication (e.g. workshops, meetings, visits, inservice, release time).	Currently										(18 34 50)
	Should										(19 35 51)
2. Joint planning (e.g. facilities, programs, equipment, staffing, calendars).	Currently										(20 36 52)
	Should										(21 37 53)
3. Joint curriculum design (e.g. scope and sequence, content, materials, evaluation).	Currently										(22 38 54)
	Should										(23 39 55)
4. Joint student services delivery (e.g. record systems, guidance, counseling, placement, student assessment, follow-up, needs assessments, special populations).	Currently										(24 40 56)
	Should										(25 41 57)
5. Joint sharing of resources (e.g. facilities, personnel, community resources).	Currently										(26 42 58)
	Should										(27 43 59)
6. Joint credential/equivalency practices (e.g. staff qualifications, admissions/advanced program placement).	Currently										(28 44 60)
	Should										(29 45 61)
7. Joint policy/articulation agreements (e.g. institutional coordination/cooperation, facilities, responsibilities, role/scope, student accessibility).	Currently										(30 46 62)
	Should										(31 47 63)
8. Joint advisory committees (e.g. community representatives, employers, other educational service agencies).	Currently										(32 48 64)
	Should										(33 49 65)
9.	Currently										
	Should										
10.	Currently										
	Should										

PART C: RESPONSIBILITY FOR PLANNING, IMPLEMENTING & MAINTAINING ARTICULATION PRACTICES/EFFORTS

Instructions: This section also asks two questions:

* At what level (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts in Student Services rests now?
* At what level (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts in Student Services should rest?

The two questions relate to articulation practices and efforts in general between your type of institution and High Schools, Area Vocational Centers, and Community Colleges. Please circle one number in each "now" and "should" box. (The "now" and the "should" responses may be identical.) Response categories are as follows:

Statewide = E.g., General Assembly, State Board of Education (including Department of Adult, Vocational and Technical Education), Illinois Community College Board, State Board of Higher Education.

Regional = E.g., Educational Service Regions, Regional Vocational Directors, Regional Centers (Program Service Teams, Career Guidance Centers, Adult Education Teams).

Local = E.g., Local Boards of Education, Superintendents, Principals, Instructional Staff, Student Services Staff, Consultants.

1. Primary Responsibility for Planning Articulation Practices and Efforts.

Between your Type of Institution and High Schools		Between your Type of Institution and Area Vocational Centers		Between your Type of Institution and Community Colleges	
STUDENT SERVICES		STUDENT SERVICES		STUDENT SERVICES	
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
					(38 40 42) (44 46 48)

2. Primary Responsibility for Implementing Articulation Practices and Efforts.

Between your Type of Institution and High Schools		Between your Type of Institution and Area Vocational Centers		Between your Type of Institution and Community Colleges	
STUDENT SERVICES		STUDENT SERVICES		STUDENT SERVICES	
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
					(50 52 54) (56 58 60)

3. Primary Responsibility for Maintaining Articulation Practices and Efforts.

Between your Type of Institution and High Schools		Between your Type of Institution and Area Vocational Centers		Between your Type of Institution and Community Colleges	
STUDENT SERVICES		STUDENT SERVICES		STUDENT SERVICES	
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
					(62 64 66) (68 70 72)

PART D: ARTICULATION ENHANCERS/INHIBITORS AND DUPLICATION OF EFFORT

Instructions: Complete the following items if they apply to your institution/agency.

1. Does your institution have agreements with other educational institutions for vocational articulation, and if so, what type are they? (Check all that apply.)

Formal (documented)	☐ 1	(74)
Informal (personal)	☐ 2	(75)
Have None	☐ 3	(76)

2. If agreements exist, what is their scope? (Check only one.)

All Programs	☐ 1	
Specific Programs	☐ 2	(77)
Please specify _____		

3. If agreements exist, what is their substance? (E.g., credit transfer, proficiency examinations, placement, etc.) _____

4. What do you think are the factors that enhance Student Services articulation efforts in your institution? _____

5. What do you think are the factors that inhibit Student Services articulation efforts in your institution? _____

6. Please indicate the relative degree of duplication of effort you believe exists within Student Services between your type of institution and High Schools, Area Vocational Centers, and Community Colleges. Circle the appropriate number in both the current and the ideal columns. (The "current" and the "ideal" degrees of duplication of effort may or may not be identical.)

CURRENT Degree of Duplication of Effort			Duplication of Effort Between your Type of Institution and:	IDEAL Degree of Duplication of Effort			
High	Medium	Low		High	Medium	Low	
3	2	1	High Schools	3	2	1	(78) (8)
3	2	1	Area Vocational Centers	3	2	1	(80) (10)
3	2	1	Community Colleges	3	2	1	(6) (12)

7. In your institution's articulation efforts within Student Services, what suggestion(s) do you have for the elimination of duplication of effort (if you believe such elimination is desirable)? _____

THANK YOU!!

Please return in the stamped, self-addressed envelope to:

Educational Operations Concepts, Inc.
1400 Brompton
Saint Paul, Minnesota 55108
(612) 644-5325

April, 1980 *Response Code: - -(2-4)*

SURVEY OF ARTICULATION PRACTICES AND EFFORTS IN ILLINOIS VOCATIONAL EDUCATION

FUNCTIONAL AREA: PROGRAM MANAGEMENT/COMMUNITY RESOURCES

PART A: BACKGROUND INFORMATION

Instructions: The following section is designed to gather background information relative to your institution or agency. Please provide the information requested if the item is applicable.

1. In what type of institution or agency do you work? (Check only one.)

Secondary District	☐	1
Community College	☐	2
Area Vocational Center	☐	3
Unit District	☐	4
State Agency	☐	5
Other	☐	6

(6)

Please specify _____

2. What is your job title? _____

3. What is the size of your institution?

1 - 499 Students	☐	1
500 - 2000 Students	☐	2
Over 2000 Students	☐	3

(7)

4. (a) If your institution is a Secondary District or Unit District:

Is it in an Area Vocational Center area? Yes ☐ No ☐ *(8)*
Is it in a Community College District? Yes ☐ No ☐ *(9)*

(b) If your institution is an Area Vocational Center:

Is it in a Community College District? Yes ☐ No ☐ *(10)*
How many secondary/unit districts does it encompass? _____ *(11-12)*

(c) If your institution is a Community College:

How many secondary/unit districts does it encompass? _____ *(13-14)*
How many Area Vocational Centers does it encompass? _____ *(15-16)*

5. Has your institution participated as a MAVE (Model for Articulated Vocational Education) Project Site?

Yes ☐ No ☐ Don't Know ☐ *(17)*

PART B: ARTICULATION ACTIVITIES

Instructions: This section asks two questions:

* Are Program Management/Community Resources personnel in your institution currently participating in certain articulation activities with other institutions?
* Do you think Program Management/Community Resources personnel in your institution should be participating in certain articulation activities with other institutions?

For each activity, please check the appropriate boxes in the tables below. Feel free to add other activities.

1. Participation by Program Management Personnel:

Articulation Activities Relating to:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know	
1. Joint communication (e.g. workshops, meetings, visits, inservice, release time).	Currently										(18 34 50)
	Should										(19 35 51)
2. Joint planning (e.g. facilities, programs, equipment, staffing, calendars).	Currently										(20 36 52)
	Should										(21 37 53)
3. Joint curriculum design (e.g. scope and sequence, content, materials, evaluation).	Currently										(22 38 54)
	Should										(23 39 55)
4. Joint student services delivery (e.g. record systems, guidance, counseling, placement, student assessment, follow-up, needs assessments, special populations).	Currently										(24 40 56)
	Should										(25 41 57)
5. Joint sharing of resources (e.g. facilities, personnel, community resources).	Currently										(26 42 58)
	Should										(27 43 59)
6. Joint credential/equivalency practices (e.g. staff qualifications, admissions/advanced program placement).	Currently										(28 44 60)
	Should										(29 45 61)
7. Joint policy/articulation agreements (e.g. institutional coordination/cooperation, facilities, responsibilities, role/scope, student accessibility).	Currently										(30 46 62)
	Should										(31 47 63)
8. Joint advisory committees (e.g. community representatives, employers, other educational service agencies).	Currently										(32 48 64)
	Should										(33 49 65)
9.	Currently										
	Should										
10.	Currently										
	Should										

2. Participation by Community Resources Personnel:

Articulation Activities Relating to:	Currently Participating/ Should Be Participating	With Personnel In: High School(s) Yes	No	Don't Know	Area Vocational Center(s) Yes	No	Don't Know	Community College(s) Yes	No	Don't Know	
1. Joint communication (e.g. workshops, meetings, visits, inservice, release time).	Currently										(66)(6 22)
	Should										(67)(7 23)
2. Joint planning (e.g. facilities, programs, equipment, staffing, calendars).	Currently										(68)(8 24)
	Should										(69)(9 25)
3. Joint curriculum design (e.g. scope and sequence, content, materials, evaluation).	Currently										(70)(10 26)
	Should										(71)(11 27)
4. Joint student services delivery (e.g. record systems, guidance, counseling, placement, student assessment, follow-up, needs assessments, special populations).	Currently										(72)(12 28)
	Should										(73)(13 29)
5. Joint sharing of resources (e.g. facilities, personnel, community resources).	Currently										(74)(14 30)
	Should										(75)(15 31)
6. Joint credential/equivalency practices (e.g. staff qualifications, admissions/advanced program placement).	Currently										(76)(16 32)
	Should										(77)(17 33)
7. Joint policy/articulation agreements (e.g. institutional coordination/cooperation, facilities, responsibilities, role/scope, student accessibility).	Currently										(78)(18 34)
	Should										(79)(19 35)
8. Joint advisory committees (e.g. community representatives, employers, other educational service agencies).	Currently										(80)(20 36)
	Should										(6 21 37)
9.	Currently										
	Should										
10.	Currently										
	Should										

PART C: RESPONSIBILITY FOR PLANNING, IMPLEMENTING & MAINTAINING ARTICULATION PRACTICES/EFFORTS

Instructions: This section also asks two questions:

- At what **level** (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts in **Program Management/Community Resources** rests **now**?
- At what **level** (state, regional, local) do you think the primary responsibility for planning, implementing, and maintaining articulation practices and efforts in **Program Management/Community Resources** **should rest**?

The two questions relate to articulation practices and efforts in general between your **type** of institution and High Schools, Area Vocational Centers, and Community Colleges. Please **circle one** number in each "now" and "should" box. (The "now" and the "should" responses may be identical.) Response categories are as follows:

Statewide = E.g., General Assembly, State Board of Education (including Department of Adult, Vocational and Technical Education), Illinois Community College Board, State Board of Higher Education.
Regional = E.g., Educational Service Regions, Regional Vocational Directors, Regional Centers (Program Service Teams, Career Guidance Centers, Adult Education Teams).
Local = E.g., Local Boards of Education, Superintendents, Principals, Instructional Staff, Student Services Staff, Consultants.

1. Primary Responsibility for **Planning** Articulation Practices and Efforts.

Between your **Type** of Institution and **High Schools**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

Between your **Type** of Institution and **Area Vocational Centers**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

Between your **Type** of Institution and **Community Colleges**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

(38-43)

(44-49)

2. Primary Responsibility for **Implementing** Articulation Practices and Efforts.

Between your **Type** of Institution and **High Schools**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

Between your **Type** of Institution and **Area Vocational Centers**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

Between your **Type** of Institution and **Community Colleges**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

(50-55)

(56-61)

3. Primary Responsibility for **Maintaining** Articulation Practices and Efforts.

Between your **Type** of Institution and **High Schools**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

Between your **Type** of Institution and **Area Vocational Centers**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

Between your **Type** of Institution and **Community Colleges**

	PROGRAM MANAGEMENT	COMMUNITY RESOURCES
NOW	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know
SHOULD	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know	1. Statewide 2. Regional 3. Local 4. No one 5. Don't Know

(62-67)

(68-73)

PART D: ARTICULATION ENHANCERS/INHIBITORS AND DUPLICATION OF EFFORT

Instructions: Complete the following items if they apply to your institution/agency.

1. Does your institution have agreements with other educational institutions for vocational articulation, and if so, what type are they? (Check all that apply.)

   Formal (documented) . . . . . ☐ 1 (74)
   Informal (personal) . . . . . ☐ 2 (75)
   Have None . . . . . ☐ 3 (76)

2. If agreements exist, what is their scope? (Check only one.)

   All Programs . . . . . ☐ 1
   Specific Programs . . . . . ☐ 2 (77)
   Please specify _____

3. If agreements exist, what is their substance? (E.g., credit transfer, proficiency examinations, placement, etc.) _____

4. What do you think are the factors that enhance Program Management/Community Resources articulation efforts in your institution? _____

5. What do you think are the factors that inhibit Program Management/Community Resources articulation efforts in your institution? _____

6. Please indicate the relative degree of duplication of effort you believe exists within Program Management/Community Resources between your type of institution and High Schools, Area Vocational Centers, and Community Colleges. Circle the appropriate number in both the current and the ideal columns. (The "current" and the "ideal" degrees of duplication of effort may or may not be identical.)

CURRENT Degree of Duplication of Effort			Duplication of Effort Between your Type of Institution and:	IDEAL Degree of Duplication of Effort			
High	Medium	Low		High	Medium	Low	
			High Schools				
3	2	1	within Program Management	3	2	1	(78) (8)
3	2	1	within Community Resources	3	2	1	(79) (9)
			Area Vocational Centers				
3	2	1	within Program Management	3	2	1	(80)(10)
3	2	1	within Community Resources	3	2	1	(5)(11)
			Community Colleges				
3	2	1	within Program Management	3	2	1	(6)(12)
3	2	1	within Community Resources	3	2	1	(7)(13)

7. In your institution's articulation efforts within Program Management/Community Resources, what suggestion(s) do you have for the elimination of duplication of effort (if you believe such elimination is desirable)? _____

THANK YOU!!

Please return in the stamped, self-addressed envelope to:

Educational Operations Concepts, Inc.
1400 Brompton
Saint Paul, Minnesota 55108
(612) 644-5325

The Comprehensive Study of the State-of-the-Art of Articulation Efforts in Vocational Education: Present and Future Implications for the State of Illinois (R-31-10-X-0418-313) was developed pursuant to a funding agreement with the Illinois State Board of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this Final Product do not reflect, nor should they be construed as policy or opinions of the Illinois State Board of Education or its staff.

* * *

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